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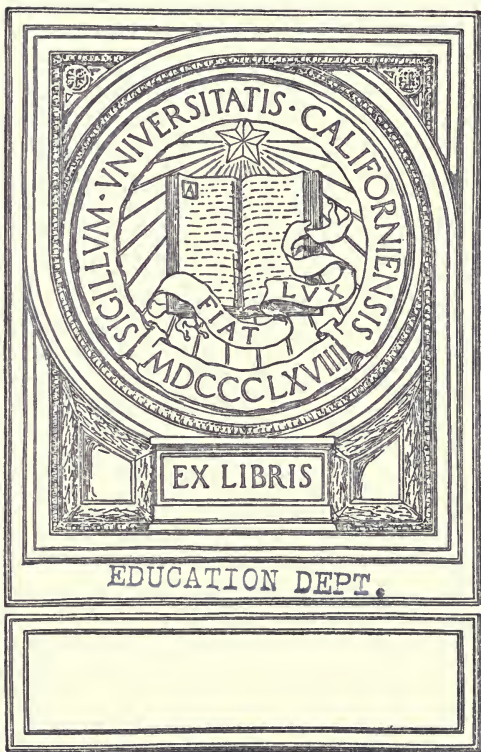
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THE PROGRESSIVE SPELLER



F·P·SEVER

D·C·HEATH & CO





UNIV. OF
CALIFORNIA

THE

PROGRESSIVE SPELLER

A COMPLETE SPELLING BOOK

ARRANGED FOR

*ADVANCED PRIMARY, INTERMEDIATE,
AND GRAMMAR GRADES*

Franklin
BY
Pierac
F. P. SEVER
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EDUCATION DEPT.

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PREFACE.



THE object in preparing this book is to meet the requirements of a progressive age, which calls for something more in spelling than the mere conning of columns of words, isolated from language, and too frequently without meaning or interest to the learner.

The following are among the principles observed and the features made prominent:—

1. Reasonable time and space are given to the meaning and use of words in connection with their spelling.
2. Since we speak English more than we write it, correct pronunciation is given place in proportion to its importance, though all marks and dots are valueless unless their significance is learned and carefully applied in every-day practice.
3. Effort is made to render the work attractive as well as useful to the learner by the introduction of letter-writing; by word and sentence building; by giving variety in arrangement; and by conforming, in subject-matter, to the capacity of the average child and the natural order of mind growth.
4. The “seat work” involved throughout the book is more than copy work, — it implies “work with words.” It is designed

as practice to promote facility in expression and accuracy in the use of English.

5. Homonyms, synonyms, and antonyms are given the attention and prominence that their importance demands.

6. The etymological and dictionary work is conveniently arranged, is sufficiently suggestive, and will furnish a basis for more extended study of language.

7. Script is introduced as a guide to the younger pupils in written work, and to give the appearance of words in that form.

8. Part I. is peculiarly adapted to oral work in class. In Part II. ample provision is made for constructive work (in writing, if so preferred) by the more advanced pupils during "study hour."

9. The gradation of work is not based on any "time" graded school, but is on the easy and natural order known to be in harmony with *all* mind power and mind growth.

10. Finally,—if the ideas of the author are correct,—the teacher's duty does not end with "giving out" the words; the student can do more than memorize perplexing combinations of letters; teacher and pupil can join in a most delightful employment,—the study of the spelling of words and the ideas they represent; expressing new thoughts by varying the relations of the component parts, and converting the tedious hour of the "spelling class" into a pleasant ramble in the fields and byways of our language.

F. P. S.

PART I.



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THE PROGRESSIVE SPELLER.



ā long (- macron)

1. dāy	āte
2. ray	age
3. play	ape
4. hay	bay
5. way	lay

ă short (~ breve)

hăd	lăp
lad	cap
mad	map
pad	tap
sad	sap

ē long

6. tēa	hē
7. key	me
8. sea	be
9. see	bee
10. eat	tree

ě short

mět	hěn
pet	ten
let	men
set	pen
get	den

ī long

1. ice	nīce
2. ivy	price
3. time	dice
4. pile	rice
5. pike	twice

ĭ short

pĭn	ĭt
fin	bit
tin	fit
win	sit
sin	wit

ō long

6. fōe	gō
7. toe	so
8. tow	no
9. row	ho
10. roe	hoe

ō short

gōt	lōg
rot	hog
not	fog
pot	dog
hot	Tom

ū long

11. tūne	lūte
12. mule	cube
13. cute	tube
14. mute	nude
15. use	sued

ŭ short

bŭd	cŭb
mud	cup
fun	sup
run	gun
sun	nut

	<i>ȳ long</i>		<i>long</i>	<i>short</i>
1.	flȳ	sly	pāge	slāp
2.	try	wry	lēaf	lēft
3.	pry	sky	fire	sift
4.	cry	type	sōre	trōt
5.	dry	defy	denȳ	cŭp

ä, Italian, as in ärm

6.	ärm	<i>arm</i>	härp	<i>harp</i>
7.	far	<i>far</i>	farm	<i>farm</i>
8.	jar	<i>jar</i>	lark	<i>lark</i>
9.	art	<i>art</i>	park	<i>park</i>
10.	tar	<i>tar</i>	car	<i>car</i>

a, broad, as in all

11.	all	<i>all</i>	chālk	<i>chalk</i>
12.	tall	<i>tall</i>	walk	<i>walk</i>
13.	call	<i>call</i>	talk	<i>talk</i>
14.	ball	<i>ball</i>	draw	<i>draw</i>
15.	salt	<i>salt</i>	drawn	<i>drawn</i>

â, caret, as in âir

1. âir	<i>air</i>	glâre	<i>glare</i>
2. hair	<i>hair</i>	hare	<i>hare</i>
3. fair	<i>fair</i>	fare	<i>fare</i>
4. chair	<i>chair</i>	rare	<i>rare</i>
5. lair	<i>lair</i>	share	<i>share</i>

ă and â

6. watch	<i>watch</i>	gâsp	<i>gasp</i>
7. wad	<i>wad</i>	pass	<i>pass</i>
8. wander	<i>wander</i>	ask	<i>ask</i>
9. wasp	<i>wasp</i>	fast	<i>fast</i>
10. wash	<i>wash</i>	chant	<i>chant</i>

Seven sounds of a. (Review)

<i>ā</i>	<i>ă</i>	<i>ä</i>	<i>ą</i>
11. spāde	băt	fäther	broad
12. grade	flat	harm	halter
13. trade	gnat	harvest	water
14. tame	glad	half	war
15. lame	sapling	calf	dwarf

â	ə	à	
1. snâre	was	mâss	slâte
2. pare	walrus	master	ăpple
3. fair	wallop	mastiff	yărd
4. pear	wallow	plaster	wall
5. beware	walnut	last	ângle

ê like â

6. whêre	<i>where</i>
7. there	<i>there</i>
8. ere	<i>ere</i>
9. ne'er	<i>ne'er</i>
10. heir	<i>heir</i>

e like ā

they	<i>they</i>
whey	<i>whey</i>
obey	<i>obey</i>
eight	<i>eight</i>
weight	<i>weight</i>

ẽ before r, as in verge

11. vẽrge	<i>verge</i>	ẽrr	<i>err</i>
12. prefẽr	<i>prefer</i>	earth	<i>earth</i>
13. defer	<i>defer</i>	heard	<i>heard</i>
14. mercy	<i>mercy</i>	herd	<i>herd</i>
15. term	<i>term</i>	serve	<i>serve</i>

Five sounds of e. (Review)

<i>ē</i>	<i>ě</i>	<i>ê like â</i>	<i>ě</i>
1. hēat	whet	whêre	sěrvant
2. seat	beset	wherefore	verdant
3. cheat	cadet	<i>e like ā</i>	refer
4. each	beget	neighor	fertile

*ī and ĭ**ī like ē**ĭ like ě*

5. machīne	<i>machine</i>	first	<i>first</i>
6. marīne	<i>marine</i>	third	<i>third</i>
7. morphīne	<i>morphine</i>	firm	<i>fism</i>
8. routīne	<i>routine</i>	virgin	<i>virgin</i>

*ô and ȏ**ô like a**ȏ like ŭ*

9. fôm	<i>form</i>	dȏve	<i>dove</i>
10. storm	<i>storm</i>	love	<i>love</i>
11. order	<i>order</i>	other	<i>other</i>
12. stork	<i>stork</i>	done	<i>done</i>

o̥ and ɔ̥

o̥ like ōo

- | | |
|----------|--------------|
| 1. move | <i>move</i> |
| 2. prove | <i>prove</i> |
| 3. do | <i>do</i> |
| 4. you | <i>you</i> |

ɔ̥ like ɔ̄o

- | | |
|-------|--------------|
| wolf | <i>wolf</i> |
| woman | <i>woman</i> |
| would | <i>would</i> |
| could | <i>could</i> |

ōo and oo

ōo long

- | | |
|----------|--------------|
| 5. mōon | <i>moon</i> |
| 6. soon | <i>soon</i> |
| 7. spoon | <i>spoon</i> |
| 8. bloom | <i>bloom</i> |

oo short

- | | |
|------|-------------|
| bōok | <i>book</i> |
| look | <i>look</i> |
| hook | <i>hook</i> |
| took | <i>took</i> |

u, û, and ʊ

û before r.

- | | |
|-----------|--------------|
| 9. rude | <i>rude</i> |
| 10. rule | <i>rule</i> |
| 11. prune | <i>prune</i> |
| 12. cruel | <i>cruel</i> |

- | | |
|-----------|--------------|
| ûrge | <i>urge</i> |
| purge | <i>purge</i> |
| ʊ like oo | |
| pull | <i>pull</i> |
| full | <i>full</i> |

Diphthongs oi, oy, ow

oi	oy	ou	ow
1. oil	toy	out	owl
2. boil	joy	scout	howl
3. coil	boy	shout	growl
4. toil	troy	trout	powder
5. broil	oyster	ground	prow

b, c, d

b	ç soft	ε hard	d
6. bug	çedar	εrown	dish
7. black	cider	cot	drive
8. brick	certain	clot	drink
9. bucket	city	colt	damp
10. basket	cypress	clown	dark

f, g, h

f	ġ hard	ġ soft	h
11. flog	ġlade	ġem	hum
12. fife	glee	gentry	harm
13. fifty	grind	gibbet	happy
14. first	glad	germ	hornet
15. fight	gallop	gist	hurry

j, k, l, m

j	k	l	m
1 jump	king	lamp	musket
2. jay	keep	lazy	many
3. junk	kind	lofty	muslin
4. jolly	kitchen	line	mason
5. jelly	kick	limp	mitten

n, p, q

n	ŋ	p	q
6. name	li <u>ŋ</u> k	prince	queen
7. navy	linger	prose	quickly
8. night	bethink	power	quail
9. near	longer	pretty	quill
10. noise	uncle	plant	quality

r, s, t

r	s sharp	ſ soft	t
11. roast	soft	amu <u>ſ</u> e	tone
12. rainbow	same	disease	note
13. rafter	smile	dismal	moist
14. rest	silly	dissolve	honest
15. rival	soap	disown	must

v, x, z

v	x sharp	x̄ soft	z
1. voice	explain	example	zone
2. violet	except	exempt	zebra
3. vulture	extend	exist	frozen
4. vinegar	exclaim	exhaust	size
5. vase	exclude	exhort	buzz

w
 wool
 wet
 waist
 wait
 welcome

y
 yeast
 young
 your
 yard
 yonder

Lesson 1.

*The children are all at school.
The sun is high in the sky. Do
not go to sleep yet. We will now
spell for our teacher. She likes to
hear us spell*

Rule 1.—*Every sentence should begin with a capital letter.*

all	äre	ăt	hīgh	īn
spēll	slēēp	yēt	tēacher	ŭp

Lesson 2.

căn	<i>can</i>	sīng	<i>sing</i>
mīce	<i>mice</i>	jŭmp	<i>jump</i>
līke	<i>like</i>	cătch	<i>catch</i>
bīrd	<i>bird</i>	kītten	<i>kitten</i>
sēēds	<i>seeds</i>	sīnger	<i>singer</i>

To the Teacher.—Require the pupil to use these words in original sentences.

Lesson 3.

FOR COPY AND DICTATION.

The lambs are very gay. They make nice pets. Most lambs are white. Some rabbits are white. Which would you like best, a pet lamb or a pet rabbit?

Rule 2. — End each question (sentence) with a question mark.

gāy	lāmb	māke	nīce	rābbit
mōst	whīte	few	ālsō	like

Lesson 4.

līve	<i>live</i>	wōrkers	<i>workers</i>
hīve	<i>hive</i>	hōney	<i>honey</i>
hāve	<i>have</i>	wāsp	<i>wasp</i>
shārp	<i>sharp</i>	wīngs	<i>wings</i>
stīngs	<i>stings</i>	greāt	<i>great</i>

To the Teacher. — Require the pupil to use these words in original sentences.

Lesson 5.

what	<i>what</i>	do	<i>do</i>
thăt	<i>that</i>	dôes	<i>does</i>
māde	<i>made</i>	fôr	<i>for</i>
blind	<i>blind</i>	quĕstion	<i>question</i>
cāre	<i>care</i>	wĭth	<i>with</i>

(See Note to Teacher, Lesson 4.)

Lesson 6.

Who made the stars? What makes them twinkle so? Could you go up to where they are in one hour? in one day? in one week? Could a little bird fly there? Will you tell us about the moon and stars?

stārs	twĭnkle	whĕre	wĭll	hour
lĭttle	tĕll	about	mōon	mākes

Lesson 7.

All fish are good swimmers. Do you know what some young fish are called? They are called minnows. Do you think a minnow would make a nice pet? Name five kinds of fish.

*fish swimmers called know is
kinds minnows think good name*

Lesson 8.

NAMES OF OBJECTS IN THE SCHOOL-ROOM.

Note to Teacher.—Some of these words will serve as subjects for oral instruction in form, capacity, material, etc.

stōve	<i>stove</i>
châir	<i>chair</i>
běll	<i>bell</i>
děsk	<i>desk</i>
măp	<i>map</i>

măps	<i>maps</i>
chărts	<i>charts</i>
pointers	<i>pointers</i>
erāsert	<i>erasers</i>
slātes	<i>slates</i>

Lesson 9.

The farmer takes his grain to market. Here comes one now with a load of wheat. He drives a fine team of horses. They are noble animals. He treats them kindly.

*farmer market grain takes noble
kindly comes horses wheat treats*

Lesson 10. — Review.

hīgh	māde	nīce	greāt
tēacher	quēstion	like	wōrkers
cātch	twīnkle	yēt	thāt
kītten	about	bīrd	blīnd
mīce	mīnnōw	ŭp	why
mōst	whēat	sīng	stārs
few	cōmes	jūmp	whēre
lāmps	cāllēd	slēēp	thīnk
shārp	nōble	ālsō	knōw
hōney	cāre	wāsp	fīsh

Lesson 11.

Here comes Frank with his pet squirrel. He is a very happy boy. His elder brother, whose name is Henry, was in the woods one day. He found a nest of young squirrels and brought Frank one for a pet.

Rule 3.—*Begin each proper name with a capital letter.*

Frank	Henry	squirrel	found	brother
brought	woods	elder	nest	whose

Lesson 12.

Mary has named her doll. What do you think she calls it? She has named it Queen. Fannie calls her doll Bessie. Two girls and two dolls. Two and two are four.

*Mary Fannie Queen Bessie
named two doll four*

(See Rule 3, above.)

Lesson 13.

Whose sled is this? Is it yours,
Harry? What a nice one it is!
Do you enjoy coasting? I think
it fine sport to go down hill on a
new sled. I like to skate on the
pond when the ice is smooth.

słed	thĭs	cōasting	fĭne	pōnd
spōrt	quĕstion	mārk	yōur	spōrt

Lesson 14.

ĕver	<i>ever</i>	fłĕsh	<i>flesh</i>
fārmer	<i>farmer</i>	shĕar	<i>shear</i>
shĕēp	<i>sheep</i>	mŭtton	<i>mutton</i>
May	<i>May</i>	măn	<i>man</i>
June	<i>June</i>	pōrk	<i>pork</i>

(See note, Lesson 2.)

Lesson 15.

James, if you will come with me, I will show you a pretty sight. Oh! one, two, three, four little eggs! How delicate they are! Do you think they will hatch?

Rule 4.—Use an exclamation point after an exclaiming sentence.

James	<i>James</i>	hăch	<i>hatch</i>
shōw	<i>show</i>	exclamātion	<i>exclamation</i>
thrēē	<i>three</i>	ōh	<i>oh</i>
ōne	<i>one</i>	ūse	<i>use</i>
ěgg	<i>egg</i>	sěntence	<i>sentence</i>

Lesson 16. (See Rule 4, above.)

What a dreadful storm! The wind blows a gale and the house fairly trembles. Now the clouds roll. The thunder makes the windows rattle. How dark it grows!

wīnd	dřeădful	gāle	house	fāirly
clouds	wīndows	răttle	rōll	grōws

Lesson 17.

Ann's dress is torn. She is a wild, careless girl. She soils her book, and does not learn her lesson well. Her doll's clothes are soiled also.

Remark.—*The apostrophe and s ('s) are often used to denote ownership or possession.*

Ann's	<i>Ann's</i>	câreless	<i>careless</i>
döll's	<i>doll's</i>	frock	<i>clothes</i>
dřess	<i>dress</i>	lěarn	<i>learn</i>
apöstrophe	<i>apostrophe</i>	soils	<i>soils</i>
clōthes	<i>clothes</i>	törn	<i>torn</i>

Lesson 18. (See remark above.)

Clara's pencil is in her small wooden box. She has put her slate away. She has a place for everything. Do you think Clara is a careless girl?

Clara's	<i>Clara's</i>	wööden	<i>wooden</i>
pěncil	<i>pencil</i>	böök's	<i>books</i>
small	<i>small</i>	plāce	<i>place</i>
awāy	<i>away</i>	gīrl	<i>girl</i>
slāte	<i>slate</i>	frāme	<i>frame</i>

Lesson 19.

The days of the week are Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday. In writing them, begin each one with a capital letter. Seven days make one week. Thirty days make one month.

*Sunday Monday Tuesday Wednesday
Thursday Friday Saturday
number capital thirty*

Lesson 20. — Review.

squirrel	proper	pork	number
brought	Henry	exclamation	Ann's
woods	shear	sentence	apostrophe
named	hatch	dreadful	learn
two	Bessie	window	soils
four	Queen	rattle	Wednesday
coasting	question	careless	Tuesday
question	farmer	pencil	girl
sport	James	clothes	thirty
mutton	fairly	wooden	seven

Lesson 21.

Here is a young soldier. He carries a wooden musket, a tin sword, a toy pistol, a small knapsack and a canteen.

knäpsack	söldier	cärries	swörd	betwēēn
pīstol	cāntēēn	hŷphen	cōmpound	pārts

Rule 5.— Use a hyphen (-) between the parts of a compound word.

Lesson 22.

(See rule above.)

grāndfather	—	snōw	<i>snow</i>
grāndmother	—	vīsit	<i>visit</i>
fēēble	<i>feeble</i>	lōve	<i>love</i>
lōcks	<i>locks</i>	věry	<i>very</i>
whīte	<i>white</i>	wāit	<i>wait</i>

To the Teacher.— Require the pupils to use these words in original sentences.

Lesson 23.

(See Rules 3 and 5.)

See, Florence, how the snow comes down. The trees are bending with their burden of white. I like to be out in a snow-storm. Of what is the soft, white snow made? When the storm is over, we can take a sleigh-ride.

*Florence down bending burden
soft snow-storm sleigh-ride trees
made worth*

Lesson 24.

dinner-bell —

harvest-field —

almost *almost*been *been*Joe *Joe*cōol *cool*quīte *quite*rīng *ring*hōrn *horn*rēady *ready*

Lesson 25.

Benjamin Franklin said :

“Early to bed and early to rise
Makes a man healthy, wealthy, and wise.”

Rule 6.—*Enclose the words of another in quotation marks (“ ”).*

*early makes rise Benjamin
another healthy wealthy wise
quotation enclose*

Lesson 26.

(Review rule above.)

*Lawrence found a piece of money
in front of a man's store. He
knew it was not his own, and
having been taught to do what
was right, he called to the man
and said, "Sir, have you lost
any money?"*

To the Teacher.—Require the pupil to select and spell the new words in this lesson

Lesson 27.

Grace	<i>Grace</i>	Hattie	<i>Hattie</i>
road-side	<i>road-side</i>	walking	<i>walking</i>
lēaves	<i>leaves</i>	läughed	<i>laughed</i>
hōme	<i>home</i>	rŭstle	<i>rustle</i>
sĕven	<i>seven</i>	twĭgs	<i>twigs</i>

To the Teacher. — Require the pupil to use these words in sentences illustrating Rule 6, page 23.

Lesson 28.

A man came by the school-house, driving a team of snow-white horses. He called out to the children, "Do you want a sleigh-ride?" We said "Yes," and got into the sleigh, huddled close together and were driven twice around the square. A merry set were we.

snōw-white	toġether	twice	schōol	sleigh
hŭddled	squāre	affĭrmative	mĕrry	drĭving

Lesson 29.

A bright fire was blazing on the hearth. Harry was reading from a new book which his papa and mamma had given him for a birthday present. Harry was only seven, but he could read quite well, and was happy with his new book.

*birthday hearth reading blazing
poem Harry which knowledge
present history*

Lesson 30. — Review.

1. soldier	visit	ring	Grace
2. pistol	very	quite	laughed
3. carries	Florence	quotation	walking
4. sword	bending	rise	leaves
5. canteen	burden	early	huddled
6. hyphen	snow-storm	Lawrence	affirmative
7. compound	sleigh-ride	knew	merry
8. grandfather	made	piece	knowledge
9. grandmother	dinner-bell	Benjamin	road-side
10. feeble	harvest-field	money	blazing

To the Teacher.—Require the pupil to write the Review and mark the vowels from memory.

Lesson 31.

bīnd	<i>bind</i>	supper	<i>supper</i>
gärden	<i>garden</i>	mīlk	<i>milk</i>
cloudy	<i>cloudy</i>	brēad	<i>bread</i>
brīght	<i>bright</i>	crūst	<i>crust</i>
plēasant	<i>pleasant</i>	small	<i>milk-pan</i>

It is pleasant to watch the farmer — wheat into bundles. We grow potatoes in our —. This is a — day. I love a — day. I sometimes eat — and — for supper. I have a small tin cup of my own.

Lesson 32.

sīlver	<i>silver</i>	cōpper	<i>copper</i>
tīn	<i>tin</i>	zīnc	<i>zinc</i>
īron	<i>iron</i>	plātīnum	<i>platinum</i>
gōld	<i>gold</i>	potāssium	<i>potassium</i>
lēad	<i>lead</i>	mērcury	<i>mercury</i>

Which is the most useful metal? Which is the most precious metal? Tell me all you can about one of these metals.

Lesson 33.

*desk table clock bell eraser crayon.
pointers picture bench crayon, trough*

Sit erect at your ——. Our teacher keeps a neat ——. If you listen, you will hear the —— strike. We use the —— when we go to the black-board. A nice —— here and there adds much to the appearance of a school-room.

Lesson 34.

I love the —— days of ——. It is then that the sound of —— nuts is heard. The leaves change ——; some turn red, some golden, while others grow brown and sear.

autumn	<i>autumn</i>
mēlancholy	<i>melancholy</i>
drōpping	<i>dropping</i>
sound	<i>sound</i>
tûrn	<i>turn</i>

còlor	<i>color</i>
fôrest	<i>forest</i>
gōlden	<i>golden</i>
sēar	<i>sear</i>
chānge	<i>change</i>

Lesson 35.

One day Jennie's papa came home and — her a nice present. It was an — of furniture for her doll house. "How delightful" exclaimed Jennie. What do you suppose it was that she received? It was a little —.

brought	article	delightful	furniture	carriage
supper	doll-house	Jennie's	pleased	bed-spread

Lesson 36.

Jennie was an industrious girl, and so she made a — for her —. She — her doll house every day. When she —, she folds her table-spread and puts it in her little bureau drawer. She has a —, a —, a set of small —, and many other things in her doll-house.

table-spread sweeps week folds
china stand bureau cradle broom
mattress

Lesson 37.

"Mamma, where is the sun to-day
While all the rain comes down?"

"Ah! little girl
With flaxen curl,
Who has not asked before
This question o'er and o'er?"

"My Dear," the mother answered back,
Her child with faith to fill,
"Behind the cloud so thick and black
The sun is shining still."

flăxen curl shîning ănswered băckward

Lesson 38.

bŭtter	chēēse	hōney	sălt
bĭscuit	soup	pĕpper	sŭgar
crăcker	cōffee	pĭckle	syrup

Lesson 39.

Silas is a —— boy in school. He will mark on his desk with his ——, tear his book and throw the paper upon the floor, whisper and misbehave when his teacher's back is turned. He is —— in trouble with his ——, and does not treat them kindly. So they do not love him very dearly, and he is not happy.

*Silas troublesome lead-pencil
frequently tears school-mates.
kindly dearly misbehave hence*

Lesson 40.—Review.

article	crayon	sear	wire
delightful	table	erect	crust
furniture	frequently	change	milk
faith	dearly	misbehave	cloudy
behind	appearance	lead-pencil	bright
while	schoolroom	supper	garden
pepper	autumn	boilers	copper
coffee	sound	platinum	zinc
picture	forest	horse-shoe	iron
bench	sugar	bullets	watches

Lesson 41.

drōne	<i>drone</i>	dīsturbed	<i>disturbed</i>
wōrking	<i>working</i>	swarm	<i>swarm</i>
quēēn	<i>queen</i>	dōing	<i>doing</i>
cāre	<i>care</i>	bēē-hive	<i>bee-hive</i>
hīve	<i>hive</i>	sēttle	<i>settle</i>

To the Teacher.—Require the pupil to use these words in original sentences.

Lesson 42.

chēst	lūngs	heārt	spīne	bōdy
stōmach	hēad	brāin	rībs	blood

The divisions of the body are the head, the trunk and the limbs. The head contains the brain. The chest contains the heart and lungs which are protected by the ribs.

Lesson 43.

The veins and the arteries carry the blood. There is little or no blood in the hair or in the nails. Breathing fresh air purifies the blood. Strong drink will make the blood impure.

arteries

veins

liver

müscles

bönes

nërves

skin

nāils

hāir

joints

Lesson 44.

*seeing hearing feeling tasting
smelling senses mind controls
organs perform.*

There are five senses, namely : —

sight, taste, smell, hearing, and feeling.

The eye is the organ of sight, and the ear the organ of hearing. We should take good care of the body.

Lesson 45.

schoolboy	—	jănitor	<i>janitor</i>
pūpil	<i>pupil</i>	přimary	<i>primary</i>
stūdent	<i>student</i>	grămmar	<i>grammar</i>
lěsson	<i>lesson</i>	depărtment	<i>department</i>
ăpplicătion	—	ĩndustry	<i>industry</i>

A — is generally happy. A diligent — will soon learn a hard —. It is an honor to be perfect in — each day. The — will keep the room warm by keeping a good fire. A — school is one composed of small pupils.

Lesson 46.

tărdy	přōmpt	měrit	reward	dĩshonor
mědal	pũctual	dĩligent	hōnor	přōmote

*The best students are seldom
 —. Be — in all you do,
 and — will follow. Always
 be — in study, and you will
 succeed*

Lesson 47.

cattle	horses	hogs	mules	calves
goats	chickens	geese	ducks	turkeys

*I like to see a nice farm.
The farmer takes delight in
raising stock. _____ are very
useful to the farmer. The flesh
of _____ is used for food. _____
furnish feathers for pillows
and beds.*

Lesson 48.

peaches	plums	grapes	orchards	meadows
fields	corn	clover	stock	guinea

*The farmer's orchard abounds
in _____, _____, and _____, while
his meadows and fields are rich
with _____. Grapes grow on _____.
Plums grow on _____. Most _____
has three leaves.*

Lesson 49.

cärpenter	händsaw	chäsel	plāne	mället
tōols	shāvings	blöcks	ribbons	mōuldings

A — has many tools. He makes long — with a —. They look like —. I love to play among the shavings, and pick up the little — of wood that are sawed off with the —. A — is a hammer made of wood.

Lesson 50. — Review.

1. disturbed	honor	chisel	drawing
2. doing	department	plane	ink'stand
3. care	poultry	blocks	stock
4. heart	insect	tools	guinea
5. stomach	meadow	field	duckling
6. ribs	orchard	clover	gosling
7. tardy	ribbons	plums	veins
8. prompt	school-boy	peaches	liver
9. diligent	lesson	promote	controls
10. punctual	corn	failure	tasting

Lesson 51.

I'm is for I am. don't is for do not.
I'll " " I will. can't " " cannot.
I've " " I have. you've " " you have.
he's " " he is. you'll " " you will.
she's " " she is. they'll " " they will.

Rule 7.—The apostrophe (') denotes an omission, or that there has been a contraction.

- afraid — be late unless I make haste.
- a very pretty knife. My father gave it to me.
- soon be as large as I am.
- you love the sunshine!

Note.—Do not make frequent use of contractions.

Lesson 52.

entīre	<i>entire</i>	fōaming	<i>foaming</i>
rōaming	<i>roaming</i>	cătaract	<i>cataract</i>
vălley	<i>valley</i>	pōuring	<i>pouring</i>
glĕn	<i>glen</i>	rōaring	<i>roaring</i>
glāde	<i>glade</i>	sĭnging	<i>singing</i>

To the Teacher.—Require the pupils to use these words in original sentences.

Lesson 53.

An old door — on its hinges.

The — is overhead.

Flowers have a — smell.

When several speak at once there is confusion.

We sometimes — the graves of the dead by strewing flowers upon them.

Do not speak angrily or be a —.

cōnfūsiōn	scōld	frāgrant	dēcorate	hīckory
hīnges	crēaks	rŭst	cēiling	māple

Lesson 54.

*channel burst streamlet winding
morsel ragged scarlet blazing
striped value*

The course of the — is a — one.

The dove makes a dainty — for the hawk.

I love a bright, — fire.

We often fail to appreciate the — of time.

— is not a desirable color for a garment.

Lesson 55.

To the Teacher.—Have the class commit the following. Teach a lesson.

Turn, turn my wheel! All life is brief,
 What now is bud will soon be leaf,
 What now is leaf will soon decay;
 The wind blows east, the wind blows west,
 The blue eggs in the robin's nest
 Will soon have wings and beak and breast,
 And flutter and fly away.

—From "Song of the Potter," HENRY W. LONGFELLOW.

Lesson 56.

hanging	between	lëvel	cliff	frònt
còvers	tösses	cûrly	tēeth	strāight

The cloud seemed to be _____
 the earth and the sky. There is
 a _____ spot at the top of yonder
 _____ where an eagle yearly builds
 her nest.

Lesson 57.

DIRECTION. — Distinguish between :

lightning and lightening	ăx and ăcts
gĕsture and jĕster	colonel and kernel
fĭsher and fĭssure	pour and pore
ĕmigrate and ĭmmigrate	ăffect and effect
except and accept	aloud and allowed

Note. — The teacher should direct attention to both the spelling and pronunciation of such words as those above, explaining the meaning and requiring sentences formed to illustrate their use.

*celebration pleasant Emma aunt
Helen Gertrude mamma loving
holiday cannon*

Lesson 58.

dĕfĕnd	<i>defend</i>	dĭzzy	<i>dizzy</i>
forsăke	<i>forsake</i>	mŭddy	<i>muddy</i>
părents	<i>parents</i>	ōcean	<i>ocean</i>
dŭty	<i>duty</i>	pĕbbles	<i>pebbles</i>
protĕst	<i>protest</i>	stōre	<i>store</i>

Lesson 59.

Did you ever _____ to the top of a tall _____ ? I often _____ how the men build them so high. Some steeples have a vane on top of them, to show which way the wind _____ .

āscend	stēēples	wōnder	buīld	blōws
wīthin	vāne	sēxton	wārnīng	īnjured

Lesson 60. — Review.

disturbed	hickory	mamma	within
scarcely	roaring	parade	wonder
church	fragrant	parents	celebration
gray	ceiling	ascend	niece
arteries	cousin	pebbles	occasion
being	yesterday	murmur	gladness
sorrow	straight	defend	fathom
pleasant	prepare	begins	between
aunt	hurried	build	curly
muddy	distance	anvil	front

Lesson 61.

A miser had a lump of gold which he buried in the ground, coming to look at the spot every day. One day he found that it was stolen, and he began to tear his hair and lament loudly. A neighbor seeing him said: "Pray do not grieve so; bury a stone in the hole and fancy it is the gold. It will serve you just as well, for when the gold was there you made no use of it." —Æsop, "The Miser" (A Fable).

To the Teacher.—Select the new and difficult words, and require the pupil to spell and define.

Lesson 62.

ōwns

plows

fōd

bŭggy

scāles

nēat

cōttage

wăgon

hărness

pōultry

Lesson 63.

DIRECTION. — Copy the following:

*I asked the sage when wandering afar,
In search of wisdom's bright and shining star,
"What's wisdom?" He exclaimed with tearful eyes,
"The fear and love of God's the wisdom of the wise."*

See Rule 7, p. 36.

wisdom shining sāge wandering talking

Lesson 64.

*"But where shall wisdom be found?
And where is the place of understanding?
Man knoweth not the price thereof,
Neither is it found in the land of the living:
The deep saith It is not in me,
And the sea saith It is not in me;
It can not be gotten for gold,
Neither can silver be weighed for the price thereof."*

To the Teacher. — Select the new and difficult words, and require the pupil to spell and define.

Lesson 65.

DIRECTION. — Copy the following:

Flag of the free hearts' only home,
 By angel hands to valor given;
 Thy stars have lit the welkin dome,
 And all thy hues were born in heaven.
 Forever float that standard sheet!
 Where breathes the foe but falls before us,
 With freedom's soil beneath our feet,
 And freedom's banner streaming o'er us?

— J. R. DRAKE.

Lesson 66.

flattery	butcher	upright	consults
compâre	cunning	honorable	stutter
anecdotes	imitates	truthful	falter
monkey	hypocrite	industrious	hesitate
acorn	precipice	captive	dusty

Many — are told about the monkey. He is said to be a very — animal, and to — the actions of persons. He is a very nimble animal, and lives in the forest. He eats nuts and fruits, and sometimes flesh.

Lesson 67.

scrāper	slēēp	āuger	grānary
thrēad	fēnces	sīster	mānger
thīmble	scythe	shāggy	trōugh
nēēdle	hārrrow	ēating	stȳ
o'clock	bēing	sew (so)	fowls

A farmer will make a pond with a scraper or bore a hole with an ——. I can use ———, ———, and ———, and sew almost as well as ———. Carlo has long, shaggy hair. He is a watch-dog.

Lesson 68.

kīndness	requīred	describē	lōad	sōngster
assist	mōrning	ēvening	mīdnight	grief

*Hark! the lark will — a sweet song.
 Who can — the beauties of a — scene?
 A young horse will draw a heavy —
 At noon the sun is overhead.
 When the heart is full of sympathy and
 love, the hands can always find some-
 thing to do. Can you define the
 word "nimble"?*

Lesson 69.

Jan. is for January.

Feb. " " February.

Mar. " " March.

Apr. " " April.

May " " May.

June " " June.

July is for July.

Aug. " " August.

Sept. " " September.

Oct. " " October.

Nov. " " November.

Dec. " " December.

*Thirty days hath September, April, June, and November,
 All the rest have thirty one, save February, which alone
 Hath twenty eight, and one day more
 We add to it one year in four.*

Lesson 70.

anxious

search

trough

shoes

destroy

plastering

hosiery

shawls

nephew

finished

cunning

honorable

property

gingham

industrious

stutter

sleek

compare

falter

hesitate

buggy

monkey

listen

billows

shining

hypocrite

midnight

evening

living

prints

auger

scythe

incendiary

nimble

shaggy

thimble

manger

skittish

February

December

Lesson 71.

Kansas City, Mo.,
July 10, 1891.

Messrs. D. C. Heath & Co.,
Boston, Mass.

Gentlemen:—

The books you shipped us were duly received. They were in good condition and we were highly pleased with them. Find enclosed a check for the money, forty-five dollars (\$45⁰⁰) in payment.

Yours truly,
H. O. Palen.

shipped	condition	enclosed	received	dollars
failure	forty-five	charts	globes	payment

Lesson 72.

The _____ tree has a showy, snow-white blossom. A conifer is a tree or plant that bears cones. Did you ever see a _____ growing on a pine tree? On what part of the stalk is the blossom of the corn found? Do elm trees bear seeds? Do pine trees?

cātālpā

prīmrose

dāndelion

dāisy

sēarch

cōnifer

flower

blössom

shōwy

wandering

Lesson 73.

Plants furnish shelter, raiment, food, and medicine. We make furniture and machinery of wood, and paper of bark and other substances. Bark was at one time used by the Indians of North America for making small boats or canoes. Plants assist in purifying the air, and are the chief source of fuel.

fûrnish

Indians

pûrifying

shāde

rāiment

māking

fūel

ornaments

mēdicine

sōurce

pāper

cōal

māchinery

canōes

plānts

wōod

America

assīst

fûrniture

shēlter

Lesson 74.

U.S. is for United States.	Benj. is for Benjamin.
Mo. “ “ Missouri.	Chas. “ “ Charles.
Ill. “ “ Illinois.	Jas. “ “ James.
Io. “ “ Iowa.	Thos. “ “ Thomas.
Ind. “ “ Indiana.	Geo. “ “ George.
Kan. “ “ Kansas.	Wm. “ “ William.
N.Y. “ “ New York.	Sam'l “ “ Samuel.
Co. “ “ Company.	Jno. “ “ John.
Co. “ “ County.	Alex. “ “ Alexander.
Pa. “ “ Pennsylvania.	Chris. “ “ Christopher.

Lesson 75.

wīthout	bĕrries	shĭngles	rādishes
spĭces	bĕams	pōsts	lĕttuce
bŭlbs	lŭmber	ōnions	spĭnach
chiĕfly	brĭdges	potātoes	cĕl'ery
bārns	pŭmps	châirs	mĕdicine

Lesson 76.

strāw	flāx	dŭrable	jŭte	gōs'samer
cōtton	hĕmp	fāmous	prōducts	rŭbber

Lesson 77.

wonderful	happily	creatures	necessary	together
families	pieces	willing	decide	separate

Beavers are good carpenters, dam-builders, and plasterers. These lively little animals can do a — amount of hard work. They live very — together. If they — to build a dam, they cut or gnaw down shrubs or small trees on the bank of the stream, and use them in making the dam.

Lesson 78.

männer	<i>manner</i>	müsk'-rät	<i>musk-rat</i>
câreful	<i>careful</i>	ötter	<i>otter</i>
brânces	<i>branches</i>	mînk	<i>mink</i>
floät	<i>float</i>	râccoon	<i>raccoon</i>
ânimäls	<i>animals</i>	opös'sum	<i>opossum</i>

The musk-rat, like the beaver, is fond of the water. Musk-rats build their houses in the same manner that beavers do. Both animals furnish fur for man's use. Fur animals usually live in a cold climate.

Lesson 79.

It is extremely cold in the ——— regions. The ——— is found there. Hear the ——— shout of the huntsman when he brings down his game! The people who live in the far north wear fur clothing through the long, dreary winters. In such dress they look uncouth, but many of them are good people.

äretic	<i>arctic</i>	wändering	<i>wandering</i>
reindeer	<i>reindeer</i>	uncouth	<i>uncouth</i>
joyous	<i>joyous</i>	lēisure	<i>leisure</i>
afär	<i>afar</i>	advantage	<i>advantage</i>
dīstance	<i>distance</i>	līving	<i>living</i>

Lesson 80.—Review.

received	lettuce	bridges	U.S. = ?
duly	leisure	chiefly	Ill. = ?
wonderful	piece	without	Benj. = ?
necessary	creatures	shipped	Kan. = ?
taking	decide	enclosed	Sam'l = ?
arctic	showy	avenue	Jno. = ?
conifer	catalpa	celery	Thos. = ?
shingles	medicine	gossamer	Jas. = ?
radishes	machinery	careful	Mo. = ?
spinach	purifying	happily	Co. = ?

Lesson 81.

A.M. is for Master of Arts.	a.m. is for before noon.
P.M. " " Post Master.	p.m. " " after noon.
C.O.D. " " cash on delivery.	Prof. " " Professor.
cts. " " cents.	ft. " " feet.

Note to the Teacher.—Require the pupils to use these abbreviations in original sentences.

Lesson 82.

consent	<i>consent</i>	genuine	<i>genuine</i>
attain	<i>attain</i>	pulley	<i>pulley</i>
mingle	<i>mingle</i>	news-boy	<i>news-boy</i>
estates	<i>estates</i>	launder	<i>launder</i>
permission	<i>permission</i>	gentry	<i>gentry</i>

The pupil asks _____ and the teacher gives _____. Do not _____ with bad people. The _____ of Europe are wealthy people. They live on large _____. We should strive to _____ a high degree of excellence.

Lesson 83.

Ark. is for Arkansas. R.R. is for Rail Road
 Neb. " Nebraska p. " " page.
 Cal. " California. p.p. " " pages.
 Colo. " Colorado. doz. " " dozen.
 N.M. " New Mexico. pk. " " peck.

tyro	älto	stäff	mēlody	beginner
tēnor	soprāno	nōtes	musīcian	cord

Lesson 84.

DIRECTION. — Copy the script.

blēnded	rēsts	bāss	clēff	härmony
mūsic	hōlds	dīscord	slurs	bārs

*You must wake and call me early.
 Call me early, mother dear;
 For tomorrow'll be the happiest time
 Of all the glad New Year.
 Of all the glad New Year, mother,
 The maddest, merriest day.
 For I'm to be Queen o' the May, mother,
 I'm to be Queen o' the May.*

—TENNYSON, "The May Queen."

Lesson 85.

dĩngy	<i>dingy</i>	sũnshine	<i>sunshine</i>
cõbwebs	<i>cobwebs</i>	sũnbeam	<i>sunbeam</i>
bĩns	<i>bins</i>	sũnset	<i>sunset</i>
thrĩfty	<i>thrifty</i>	sũnstroke	<i>sunstroke</i>
ĩndolent	<i>indolent</i>	sũnrise	<i>sunrise</i>

Lesson 86.

scoop-shovel	spõnge	piãno	pineapple
bãlmy	gõpher	flũte	sour
ãcid	grĩndstone	jewsharp	bĩtter
ãcerid	gõphermound	guĩtar'	jũice

A___ wind blows from the southern sea. A___ digs in the ground. A lemon has an___ or ___ taste. The___ grows in the sea. The___ is a fruit that somewhat resembles a pine cone in shape.

Lesson 87.

DIRECTION. — Copy the script :

*"Turn, turn, my wheel! turn round and round,
 Without a pause, without a sound.
 So spins the flying world away!
 This clay, well mixed with marl and sand,
 Follows the motion of my hand;
 For some must follow, some command,
 Though all are made of clay!"*

— LONGFELLOW, "Song of the Potter."

paŭse	spĭns	sănd	mărl	mĭneral
cōmmand	clāy	mĭxed	fōllows	mōtion

Lesson 88.

*A _____ spins a web at the _____ of
 its den. Insects that _____ to come
 too near are _____ in this web, and
 thus become easy prey for the
 spider.*

chănce	spĭder	ĕntrance	entăn'gle	vĕnture
--------	--------	----------	-----------	---------

Lesson 89.

stȳle	<i>style</i>	pă'r'asöl	<i>parasol</i>
ēlegant	<i>elegant</i>	courtesy	<i>courtesy</i>
expensive	<i>expensive</i>	gēnerous	<i>generous</i>
furnished	<i>furnished</i>	clōthing	<i>clothing</i>
līving	<i>living</i>	būttōns	<i>buttons</i>

Lesson 90. — Review.

thrifty	attain	entrance	A.M.	= ?
balmy	genuine	entangle	P.M.	= ?
sunset	estate	millet	A.M.	= ?
harvest	news-boy	saying	P.M.	= ?
gopher	bars	venture	C.O.D.	= ?
piano	launder	parasol	ft.	= ?
melody	generous	sponge	doz.	= ?
consent	fully	acid	R.R.	= ?
harmony	jewsharp	acrid	p.	= ?
courtesy	grindstone	bins	pp.	= ?
insects	marl	command	pk.	= ?
follows	mineral	pineapple	Prof.	= ?

Lesson 91.

mōonlight	dīstance	spāce	mēans
stārs	āppear	trāvels	fīxed
twīnkle	toġether	pāsses	reflēcted
mīdday	apārt	gōverns	account
shīne	glādnness	understanding	o'clock

I love a — night. I like to watch the stars as they appear, one by one, in the sky. They are at a great distance from us, and — small on that account, but they are very large. Our earth travels through —. God governs all.

Lesson 92.

skylārk	<i>skylark</i>	wīgwam	<i>wigwam</i>
chīmney	<i>chimney</i>	rēgular	<i>regular</i>
swallows	<i>swallows</i>	retīre	<i>retire</i>
pōnder	<i>ponder</i>	dīssolve	<i>dissolve</i>
tēarful	<i>tearful</i>	billows	<i>billows</i>

Lesson 93.

precious acknowledge judgment infringe
mindful stubborn earnestly revived
copious perverse faithful merchant.
bewildered hasty succeed afford

Truth is more precious than gold; hence be — and speak the truth. A — rain fell and revived vegetation. The traveller — that he was entirely — and could not find his way. Do not be — or —. Strive earnestly, use good —, and you are likely to —. Do not — on the rights of others. A — cannot — to sell goods at cost.

Lesson 94.

gardener thoughtless persuade lamplight
gaslight complain corrode apricot
overcome banish cheerful.

A — once let a — boy into his garden. The boy meant well enough, but was so thoughtless as to pluck some buds from some choice plants. Do not persuade anyone to engage in wrong-doing. Iron will — if exposed to the weather.

Lesson 95.

parĕn'tal	<i>parental</i>	prĕmises	<i>premises</i>
enchrōach	<i>encroach</i>	dĭscover	<i>discovers</i>
affĕction	<i>affection</i>	pärtisan	<i>partisan</i>
patience	<i>patience</i>	enrăpture	<i>enrapture</i>
hurrah	<i>hurrah</i>	aflōat	<i>afloat</i>

Lesson 96.

life-boat dăshes chĕĕred sĭngle-handed dărkly

They're is for *they are*; *we'll* is for *we will*; *'twas* is for *it was*.

*"Hurrah! the life-boat dashes on,
Though darkly the reef may frown,
The rock is there, the ship is gone
Full twenty fathoms down.
But, cheered by hope the seamen cope
With the billows, single-handed,
They're all in the boat. Hurrah! they're afloat!
And now they are safely landed
By the life-boat! Cheer the life-boat!"*

Lesson 97.

cōoper	hămmer	jeweler	pīncers
pāinter	brūsh	shoemaker	knīfe
přinter	tȳpe	bārber	rāzor
mīlliner	nēēdle	tāilor	scīssors

Lesson 98.

cōvey	globular	fīnty	surmount
pārtridge	pēntrate	prōpound'	contract
sēntinel	prēssure	dīfficult	mīller
mānner	survey'	bārley	fīmsy

A__ of birds flew over. A__ is a plump bird. The__ remained upon the watch until morning.

The__ of water may be so great as to burst an iron pipe.

A hunter will__ a dense forest in search of game. Learn to__ all difficulties.

Lesson 99.

hērmīṭ	alōne	īntercourse	secluded,
devotes	interrupted	meditation	religious

A _____ is one who lives in some _____ spot and sometimes even in a cave. In this condition he has but little _____ with his fellowmen. Often the hermit _____ himself to some _____ question. He probably lives alone that he may not be _____ in his _____

Lesson 100. — Review.

governs	knife	earnestly	hurrah
regular	difficult	precious	clashes
reflected	flimsy	hasty	patience
faithful	sinful	bewilder	encroach
earnestly	beware	copious	secluded
partisan	merchant	apricot	pressure
premises	infringe	corrode	mariner
single-handed	judgment	lamplight	milliner
scissors	succeed	persuade	penetrate
razor	perverse	cheerful	barley

PART II.

THE PROGRESSIVE SPELLER.



Lesson 101.

âir, *the atmosphere.*

heir, *one who inherits.*

all, *the whole.*

awl, *a tool.*

ärk, *a vessel.*

arc, *part of a circumference.*

āte, *did eat.*

eight, *twice four.*

bëll, *a sounding vessel.*

belle, *a beautiful young lady.*

be, *to exist.*

bee, *an insect.*

Lesson 102.

frīghen

brīttle

blūster

rōgue

mīldew

quīlt

crīmson

halter

rīvalry

blānket

salūte

lāntern

jāiler

cūrtain

commānder

schēdule

quīcken

paūse

stūpid

allow

To the Teacher. — Require original sentences to be formed, illustrating the meaning and use of the words in this lesson.

Lesson 103.

cōld	frīgid	wīther	fāstened
bûrn	blūbber	sāfely	secūrely
scôrch	būbble	conclūded	fīnished
wīlt	condītion	rēfuge	lōōsened

The traveler took — behind the rock. After due consideration, I — to make the effort. It is very — in the frigid zone, and sailors, while there, frequently use the fat of the whale, called —, for food. The thrifty farmer will keep his stock in good —.

Lesson 104.

silent	<i>silent</i>	liberty	<i>liberty</i>
whīrl-wind	<i>whirl-wind</i>	ôrator	<i>orator</i>
consīgned	<i>consigned</i>	sădness	<i>sadness</i>
phōtograph	<i>photograph</i>	berēavement	<i>bereavement</i>
sīngular	<i>singular</i>	anxiety	<i>anxiety</i>

It is sometimes best to be —. I once saw a — sight; it was a — passing along, and taking leaves and straw far up into the air.

A certain — once said, "Give me liberty or give me death!"

Lesson 105.

ball, a sphere.

bawl, to cry aloud.

bāse, vile, mean.

bass, a part in music.

climb, to mount.

clime, a region.

cēnt, a coin.

sent, did send.

scent, a smell.

beâr, to carry.

bear, an animal.

bare, naked.

*Never do a—deed. My friend
sings—. The child was—to
the store with a—to buy a needle.
It—can—a tree. The sailor goes
to many a foreign—.*

Lesson 106.

lōwland

scrāper

flourish

rejēct

stāble

lēvee

pursūit

explōde

mēasure

sālesman

ēnemy

tobācco

silence

bȳ-gōne

ärry

powder

ōverflow

retûrned

retrēat

rīfle

To the Teacher.—These words may be defined and used in sentences.

Lesson 107.

Blanche	Laura	Martin	Wilber
Ella	Olive	Cyrus	Julius
Flora	Adelia	Clarence	Robert
Julia	Gertrude	Donaldson	Benjamin
Meda	Della	Filmore	Delbert

Lesson 108.

Rule 8. — *All proper adjectives (words derived from proper names) should begin with a capital letter.*

PROPER NOUN.	PROPER ADJ.	PROPER NOUN.	PROPER ADJ.
America	American	Alps	Alpine
Ireland	Irish	Africa	African
Germany	German	Spain	Spanish
Russia	Russian	Asia	Asiatic
Greece	Grecian	Rome	Roman

Lesson 109.

rŭgged	valise	pär cel	bŭnd le
lā bel	bōt tle	whĭp-cord	fought
sā chel	drŭggist	cōn stant	perpētual
trā veler	drŭgs	brā vely	dā ring

To the Teacher. — These words may be defined and used in sentences.

Lesson 110.

M.S.	is for manuscript.	et. al.	is for "and others."
N.B.	" " take notice.	B.C.	" " Before Christ.
8vo.	" " octavo.	Mr.	" " Mister.
12mo.	" " duodecimo.	Mrs.	" " Mistress.
4to.	" " quarto.	Rem.	" " Remainder.

Lesson 111.

clause, <i>part of a sentence.</i>	dew, <i>moisture.</i>
claws, <i>nails of an animal.</i>	due, <i>what is owing.</i>
cōarse, <i>not fine.</i>	done, <i>finished.</i>
course, <i>direction.</i>	dun, <i>a color.</i>
cēll, <i>a small room.</i>	deer, <i>an animal.</i>
sell, <i>to dispose of.</i>	dear, <i>costly, precious.</i>

Lesson 112.

frighten	securely	halter	bear	B.C.
brittle	salesman	lantern	cell	N.B.
loosened	levee	ball	air	Mrs.
orator	commander	cent	arc	8vo.
bravely	blanket	bass	eight	12mo
measure	rivalry	done	bee	4to.
by-gone	salute	deer	belle	M.S.
lowland	crimson	claws	awl	Mr.

Lesson 113.

gāit, manner of walking.	hail, frozen rain ; to salute.
gate, a kind of door.	hale, hearty ; sound.
flour, ground grain.	peal, a loud noise.
flower, a blossom.	peel, to strip off the bark.
heal, to cure.	hire, wages.
heel, part of the foot.	higher, loftier.

Lesson 114.

Rule 9.—*Most abbreviations should begin with a capital letter and be followed by a period.*

<i>Fr.</i>	<i>is for France or French.</i>
<i>Lat.</i>	<i>" " Latin or Latitude.</i>
<i>N. A.</i>	<i>" " North America.</i>
<i>S. A.</i>	<i>" " South America.</i>
<i>D. C.</i>	<i>" " District of Columbia.</i>
<i>C. O. D.</i>	<i>" " Collect on Delivery.</i>
<i>Long.</i>	<i>" " Longitude.</i>
<i>St.</i>	<i>" " Saint or Street.</i>
<i>Ind. T.</i>	<i>" " Indian Territory.</i>

Lesson 115.

<i>Sun.</i> - <i>Sunday.</i>	<i>Car.</i> - <i>Cavalry.</i>
<i>Mon.</i> - <i>Monday.</i>	<i>Capt.</i> - <i>Captain.</i>
<i>Tues.</i> - <i>Tuesday.</i>	<i>Col.</i> - <i>Colonel.</i>
<i>Wed.</i> - <i>Wednesday.</i>	<i>Hon.</i> - <i>Honorable.</i>
<i>Th.</i> - <i>Thursday.</i>	<i>Lieut.</i> - <i>Lieutenant.</i>
<i>Fri.</i> - <i>Friday.</i>	<i>Supt.</i> - <i>Superintendent.</i>
<i>Sat.</i> - <i>Saturday.</i>	<i>P. O.</i> - <i>Post Office.</i>

Lesson 116.

tribute	skeleton	tender	belfry
perish	triumph	behold	harbor
thicket	achieve	shallow	hectic
success	carrying	blemish	beautiful
hunger	driving	freshet	easily

Lesson 117.

diligent	studious	amusing	laughable
able	competent	firm	solid
noted	distinguished	substantial	enduring
high	altitude	permission	privilege
grieve	bewail	predict	foretell

Lesson 118.

exămine	obsĕrve	expōsed	Atlantic
ōpenings	păssages	dānger	Pacific
ŭnder	benĕath	mōsses	Indian
attăches	grōws	through	gŭlfs
dīve	sĕarch	ănimals	wăters

—— the sponge on your desk. —— the small —— in it. It is an animal, and these openings are small —— through which food may pass to all parts of the body. The sponge —— in water. Men —— deep down into the sea in —— of the sponge. In so doing, they are —— to great —— . Sponges are found in the warm waters of the —— , —— , and —— oceans.

Lesson 119.

reign, *to rule.*
 rāin, *water from clouds.*
 stāke, *a post ; a sum raised.*
 steāk, *a slice of meat.*
 bĕach, *the seashore.*
 beech, *a kind of tree.*
 beat, *to strike.*
 beet, *a vegetable.*
 flea, *an insect.*
 flee, *to run away.*

Lesson 120.

bow, *to bend the body.*
 bough, *the branch of a tree.*
 bĭn, *a box.*
 been, *existed.*
 rĕe, *a kind of grain.*
 wry, *twisted.*
 sōme, *a few, a part.*
 sum, *the amount.*
 grōan, *a moan.*
 grown, *increased.*

Lesson 121.

<i>Ala.</i> = <i>Alabama.</i>	<i>Miss.</i> = <i>Mississippi.</i>
<i>Ariz.</i> = <i>Arizona.</i>	<i>Nev.</i> = <i>Nevada.</i>
<i>Conn.</i> = <i>Connecticut.</i>	<i>N.J.</i> = <i>New Jersey.</i>
<i>Del.</i> = <i>Delaware.</i>	<i>N.H.</i> = <i>New Hampshire.</i>
<i>Fla.</i> = <i>Florida.</i>	<i>N.C.</i> = <i>North Carolina.</i>
<i>Ga.</i> = <i>Georgia.</i>	<i>Me.</i> = <i>Maine.</i>
<i>Md.</i> = <i>Maryland.</i>	<i>Mass.</i> = <i>Massachusetts.</i>
<i>Minn.</i> = <i>Minnesota.</i>	<i>N.M.</i> = <i>New Mexico.</i>
<i>Wash.</i> = <i>Washington.</i>	<i>Wyo.</i> = <i>Wyoming.</i>

Lesson 122.

REVIEW OF ABBREVIATIONS.

<i>Long.</i> = <i>Longitude.</i>	<i>Sun.</i> = ?
<i>St.</i> = <i>Saint or Street.</i>	<i>Mon.</i> = ?
<i>S.A.</i> = <i>South America.</i>	<i>Tues.</i> = ?
<i>N.A.</i> = <i>North America.</i>	<i>Wed.</i> = ?
<i>Lat.</i> = <i>Latin or Latitude.</i>	<i>Th.</i> = ?
<i>Fr.</i> = <i>France or French.</i>	<i>Fri.</i> = ?
<i>C.O.D.</i> = <i>Collect on Delivery.</i>	<i>Sat.</i> = ?
<i>D.C.</i> = <i>District of Columbia.</i>	<i>Hon.</i> = ?
<i>Ind. T.</i> = <i>Indian Territory.</i>	<i>Supt.</i> = ?

Lesson 123.

Alaskä = *Alaska*. *Gen.* = *General*.
Dak. = *Dakota*. *Gov.* = *Governor*.
Idaho = *Idaho*. *Esg.* = *Esquire*.
Utah = *Utah*. *Messrs.* = *Gentlemen*.
Mont. = *Montana*. *Dr.* = *Doctor* or *Debtor*

Lesson 124.

Aect. = *Account*. *Mdse.* = *Merchandise*.
do. = *ditto* or *the same*. *No.* = *Number*.
@. = *at* or *per*. *& Co.* = *and Company*.
To = *per cent.* *Recd.* = *Received*.
\$ = *Dollar* or *dollars*. *Cr.* = *Creditor*.

Lesson 125.

<i>Vol.</i> = <i>Volume</i> .	<i>N.</i> = <i>North</i> .
<i>bū.</i> = <i>bushel</i> or <i>bushels</i> .	<i>bbl.</i> = <i>barrel</i> or <i>barrels</i> .
<i>qt.</i> = <i>quart</i> or <i>quarts</i> .	<i>hhd.</i> = <i>hogshead</i> .
<i>oz.</i> = <i>ounce</i> or <i>ounces</i> .	<i>ult.</i> = <i>last</i> , or <i>last month</i> .
<i>gal.</i> = <i>gallon</i> or <i>gallons</i> .	<i>inst.</i> = <i>present month</i> .

Lesson 126.

Words spelled alike, but pronounced differently and having different meanings:—

ěs'côrt (n.), *a guard.*

escort' (v.), *to accompany.*

děs'ert (n.), *a barren waste.*

desěrt' (v.), *merit; to forsake.*

cǎn'vert (n.), *one converted.*

convěrt' (v.), *to change.*

cǎn'tract (n.), *an agreement.*

contrăct' (v.), *to draw together.*

cǎn'vict (n.), *one convicted.*

convĭct' (v.), *to prove guilty.*

fě'r'ment (n.), *a tumult.*

fermĕnt'(v.), *to set in motion.*

They sent an — with the prisoner. The guide will — the party to the summit of the mountain. Did you ever see a —? Do not — your friends. The minister led the — to the altar. A sound argument will — an unbeliever.

Lesson 127.

rěb'el (n.), *one who rebels.*

reběl' (v.), *to rise up against.*

ǒb'ject (n.), *purpose; thing.*

objĕct' (v.), *to oppose.*

cǎn'duct (n.), *behavior.*

conduct' (v.), *to lead.*

sǔb'ject (n.), *a topic; a follower.*

subjĕct' (v.), *to place under.*

trăns'port (n.), *joy.*

transpōrt' (v.), *to convey across.*

ĭm'port (n.), *what is brought in from abroad.*

impōrt' (v.), *to bring from abroad.*

Lesson 128.

Definition.—*Singular number denotes one person or thing. Plural number denotes more than one person or thing.*

Note.—The plural of many nouns may be formed by adding *s* to the singular.

SINGULAR.	PLURAL.	SINGULAR.	PLURAL.
stĭck	sticks	rĭver	rivers
hĕad	heads	rōad	roads
hour	hours	hōop	hoops
frĭend	friends	dŭck	ducks
pāssenger	passengers	bōnnet	bonnets

Lesson 129.

Note.—The plural of many nouns may be formed by adding *es* to the singular.

SINGULAR.	PLURAL.	SINGULAR.	PLURAL.
church	churches	māss	masses
potāto	potatoes	flāsh	flashes
tomāto	tomatoes	pēach	peaches
cōach	coaches	grāss	grasses
lāss	lasses	lōss	losses

To the Teacher.—Require the pupil to use these words in original sentences, in both the singular and the plural form.

Lesson 130.

Rule 10.—*The plural of nouns ending in y, preceded by a consonant, is usually formed by changing the y into i and adding es.*

SINGULAR.	PLURAL.	SINGULAR.	PLURAL.
căndy	candies	părtý	parties
stōry	stories	pōppy	poppies
county	counties	bělfry	belfries
penny	pennies	ský	skies
cherry	cherries	flý	flies

Lesson 131.

Rule 11.—*Nouns ending in y, preceded by a vowel, form the plural in the usual way, by adding s to the singular.*

SINGULAR.	PLURAL.	SINGULAR.	PLURAL.
môn'key	monkeys	sûr'vey	surveys
jōckey	jockeys	mōney	moneys
dōn'key	donkeys	dōōrway	doorways
chimney	chimneys	frāy	frays

Cherr— turn red when they ripen. Grandpa often tells me interesting stor— about the war. — are cunning little animals.

Lesson 132.

Rule 12.—*The plural of most nouns ending in f or fe is formed by changing f into v and adding s or es.*

SINGULAR.	PLURAL.	SINGULAR.	PLURAL.
wīfe	wives	wharf	wharves
līfe	lives	shēaf	sheaves
lōaf	loaves	bēēf	beeves
wōlf	wolves	thiēf	thieves

Lesson 133.—Review.

To the Teacher.—Require the pupil to write plurals to the following singular nouns and give the rules.

cārpet	ōffice	māttress	quantity
brōom	cōllege	looking-glass	nūrserý
bōwl	dīpper	cröss	hēnnery
bārrel	cushion	bŭnch	beauty
pōker	cóverlet	wrēnch	vānity
būreau	counter	lŭnch	sŭlky

Lesson 134.

Note.—The plurals of some nouns are not formed by any rule, but must be learned by practice.

ōx	oxen	mān	men
gōōse	geese	mouse	mice
child	children	īndex	īn'dicēs
foōt	feet	āxis	ax'ēs

Lesson 135.

MALE.	FEMALE.	MALE.	FEMALE.
ăctor	ăctress	hŭsband	wīfe
author	authoress	kĭng	quēēn
Jew	Jewess	lăd	lăss
gôvernor	governess	băchelor	māid
wĭdower	wĭdow	lăndlord	lăndlady
hĕro	hĕr'oine	măster	mĭstress

Note.— Fill blanks with proper words from the list above.

An — may be an — of his own production.
 The man who will face danger for the right is a — ;
 and the woman who does a brave act is a — . A
 good — will seek the welfare of his people.

Lesson 136.

lĭnks, <i>parts of a chain.</i>	crĕāk, <i>to make a harsh sound.</i>
lŷnx, <i>an animal.</i>	crĕēk, <i>a small stream.</i>
foul, <i>unfair means.</i>	wăit, <i>to stay.</i>
fowl, <i>a bird.</i>	wĕight, <i>heaviness.</i>
knōw, <i>to understand.</i>	prăy, <i>to entreat.</i>
no, <i>not ; a word of denial.</i>	prĕy, <i>plunder ; to plunder.</i>
hōly, <i>sacred.</i>	kĭll, <i>to slay.</i>
wholly, <i>entirely.</i>	kĭln, <i>an oven or pit.</i>

Lesson 137.

rēad, *to call words.*
 rēēd, *a slender stem.*
 die, *to expire; a stamp.*
 dye, *a color.*
 fōrth, *forward.*
 fourth, *next after third.*
 hew, *to cut.*
 hue, *a color.*

earn, *to gain.*
 urn, *a vase or vessel.*
 slāy, *to kill.*
 sleigh, *a vehicle.*
 pāil, *a bucket.*
 pale, *white.*
 hāre, *an animal.*
 hāir, *of the head.*

Lesson 138.

—— on her urn, “A broken heart.” Go —— and battle for the right. “—— to the line, and let the chips fall where they will.” Break not a —— in memory’s golden chain. An honest man will strive to —— his living.

Lesson 139.

Note.— Supply the letters omitted.

—ew —ork City is in N.Y.	—an —rancisco is in Cal.
—hicago is in Ill.	—aint —ouis is in Mo.
—hiladelphia is in Penn.	—aris is in Fr.
—rooklyn is on Long Island.	—ondon is in Eng.
—uffalo is in N.Y.	—erlin is in Germany.
—oston is in Mass.	—ekin is in China.
—incinnati is in Ohio.	—alcutta is in India.
—ew —r’leans is in La.	—ienna is in Austria.

Lesson 140.**A REVIEW OF VOWELS WITH PRACTICE.**

1. ā long (*macron*), as in hāste, slāve, mātron, āpricot.
2. ă short (*breve*), as in pătter, knăck, mătch, twăng.
3. ä Italian (*dieresis*), as in ärm, färm, äunt, cälm, läugh.
4. a broad (.), as in broăd, fălse, wălk, găuze, făwn, caught.
5. ą intermediate (*period*), as in făst, băsket, dănce, crăft, chănce.
6. â long before r (*caret*), as in cāre, chāir, weâr, âir, sweâr, lâir.
7. ą like short ǒ (*period*), as in whăt, quărel, quăff, wănder, wătch.

Lesson 141.

1. ē long, as in wē, wēasel, squēak, snēēze, kēy, pēople.
2. ě short, as in mět, guĕss, dĕath, swĕat, frĕt, ěthics.
3. ê long before r, as in whêre, hêir, wêar, pêar, thêre.
4. ě intermediate, as in hĕr, hĕrb, ěrmine, hĕard, fĕrn.
5. e like long a, as in they, feign, prey, eight, convey.

Lesson 142.

1. ī long, as in īce, īvory, spīne, hīreling, drīve, wīden.
2. ĭ short, as in hīckory, thīck, whīp, wrīten, wīcket, līp.
3. ĭ like long e, as in police, machīne, pīque, marīne.
4. ĭ like ě, as in sīr, bīrd, vīrtue.

Lesson 143.

1. *ō* long, as in *nōte*, *stōre*, *fōrum*, *cōmb*, *flōat*, *hōme*.
2. *ö* short, as in *ödd*, *spöt*, *törrið*, *resölvèd*, *böther*, *nöt*.
3. *ò* like short *u*, as in *òther*, *dòne*, *bròther*, *còvert*.
4. *o* like long *oo*, as in *pröve*, *tomb*, *möve*, *ado*, *tourist*.
5. *o* like short *oo*, as in *wölf*, *wöman*.
6. *ô* like broad *a*, as in *ôrder*, *fôrm*, *ôrnamènt*, *accôrd*.
7. *ōō* long, as in *mōon*, *bōoth*, *spōon*, *rōof*, *fōod*.
8. *öö* short, as in *wööl*, *fööt*, *cööp*, *sööt*, *stööd*.

Lesson 144.

1. *ū* long, as in *ūnite*, *addūce*, *mūte*, *pūny*, *tūne*.
2. *ŭ* short, as in *hŭbbub*, *scrŭb*, *rŭbber*, *flŭtter*.
3. *u* like short *oo*, as in *cushion*, *bullet*, *pulpit*.
4. *u* after *r*, as in *rude*, *fruit*, *pursue*, *scruple*.
5. *û* before *r*, as in *bûrn*, *cûrfew*, *tûrn*, *distûrb*.

Lesson 145.

1. *ȳ* long like *ī*, as in *flȳ*, *stȳle*, *hȳphen*, *tȳpe*.
2. *ȳ* short like *ĭ*, as in *lȳmph*, *gȳpsy*, *phȳsic*, *abȳss*.

Note 1. — *w* is unmarked. Diphthongs (two vowels united into one sound) are unmarked. *oi* and *oy* are diphthongs, as in *oil*, *boy*; *ou* and *ow* are diphthongs, as in *out*, *now*.

Note 2. — All the letters except the vowels are called consonants. Consonants are letters that represent sounds made by the obstructed voice and by the breath.

Note 3. — The vowels are sometimes called vocals. The consonants that are sounded by the obstructed breath are called sub-vocals.

Note 4. — The consonants that represent breath sounds are called aspirates.

Lesson 146.

TABLE OF CONSONANTS.

<i>Sub-vocals.</i>	<i>Aspirates.</i>
b	p
ç soft (= s), cedilla ç, as in cent.	t
e hard (= k), as in eall.	k
d	h
ġ hard.	ch (unmarked), as in child.
ĝ soft (j in jem).	çh soft(= sh), as in çhaise.
l	eh hard (= k), as in ehorus.
m	fh sharp, as in thin.
n	f
r	s sharp, as in same.
ş soft (= z), in haş.	sh
th soft, or vocal, as in this.	
v	
w	
x (= ks or gz).	
y when a consonant.	
z in zone.	
z in azure.	

To the Teacher.—In practicing these sounds, the position of the vocal organs should be explained. Lists of words may be selected, and the consonants as well as the vowels may be marked whenever marking is necessary to distinguish the sound required for correct pronunciation.

Lesson 147.

ç	soft (<i>cedilla</i>)	in	çensus	= s	sharp	in	seldom.
ç	"	"	çigar	= s	"	"	signal.
ç	"	"	deçimal	= s	"	"	destined.
ç	"	"	çentral	= s	"	"	sentiment.
ç	"	"	çylinder	= s	"	"	sylvan.
ç	"	"	çistern	= s	"	"	safety.
ç	"	"	çent	= s	"	"	selfish.
ç	"	"	çelery	= s	"	"	select.
ç	"	"	eliçit	= s	"	"	register.
ç	"	"	reçiting	= s	"	"	sitting.

Lesson 148.

e hard and eh like k.

eolony	ehorus
erowded	ehronic
ealvary	eholeric
eulprit	ehristen
eôral	ehrônôlogy
eũrfew	-Christmas

ch soft like sh.

	(Pronounced)
çhivalry	(shivalry)
çhaise	(shāze)
çhămois	(shămmy)
çhăndelier	(shăndeeler')
charāde'	(sharāde)
chicāne'	(shě-kāne)

To the Teacher.—Require the proper letters supplied in the following words, with diacritical marks.

—offee, —loth, —horus, —ost, offi—e, lu—id, s—orn,
—alm, mustä—e, —opy, —ravat.

Lesson 149.

soft (s <i>suspended macron</i>) in	nippers	= z in lizard.
“	ashes	= z “ blizzard.
“	bamboos	= z “ ooze.
“	propōse'	= z “ zōne.
“	extremes	= z “ dozen.
“	amusement	= z “ frenzy.
“	histories	= z “ realize.
“	echoes	= z “ prize.
“	enemies	= z “ grizzly.
“	zeros	= z “ zeros.

Lesson 150.

g̃ hard.	ġ soft (= j).	dġ (= j).	
g̃urgle	lōdġement	brīdġe	cājōle
g̃ossip	lēġion	drūdġe	jū'bilee
g̃irlish	ġēnder	bādġer	jācket
g̃ases	ġrānt	grūdġe	jūice
grōcery	āġile	trūdġe	conġect'ure
nēgro	evāngeliſt	wēdġe	conjoin

To the Teacher.—Require the pupil to supply the proper letter in the following words, with diacritical marks.

bu—le, —ander, lar—est, banda—e, indi—ent, li—a—ment, fra—ment, a—itate, —ocund, —oist, —ailer, fled—e, sled—e.

Lesson 151.

DEFINITION 1. — A primitive word is one not derived from another word in the same language; as man, safe, tell.

2. — A prefix is a letter, syllable or word placed at the beginning of a primitive or root word; as ar, un, fore.

3. — A suffix is a letter, syllable or word placed at the ending of a word; as ly, er, less.

4. — A derivative word is one formed from a primitive word by means of a prefix or suffix, or both; as un+man+ly, in which un is the prefix, ly the suffix, and man the primitive or root word.

5. — A compound word is one composed of two simple words. A hyphen is placed between the parts of a compound word. The sign + (plus) is sometimes placed between a primitive word and its prefix or suffix.

Prefix *a* means *on* or *in*.

a+shore = ashore, and means on the shore.

a+fire = afire, and means on fire or burning.

a+ground = aground, and means on the ground; grounded.

a+bed = abed, and means in bed.

Prefix *be* means *to make*.

Prefix *co* or *con* means *with* or *together*.

Lesson 152.

Prefixes *dis* and *un* mean *not*.

- dis + loyal (a.) = disloyal, means not law-abiding.
- dis + similar (a.) = dissimilar, means not similar; unlike.
- dis + approve (v.) = disapprove, means to blame.
- dis + hearten (v.) = dishearten, means to discourage.
- un + fair (a.) = unfair, means not fair; foul.
- un + true (a.) = untrue, means not true; false.
- un + hitch (v.) = unhitch, means to loosen.

Prefix *mis* means *wrong* or *wrongly*.

- mis + lead (v.) = mislead, means to lead wrongly.
- mis + deed (n.) = misdeed, means a wrong deed or act.
- mis + step (v.) or (n.) = misstep, means to step wrongly;
a wrong step.

Lesson 153.

Prefixes *fore* and *pre* mean *before*.

- fore + warn (v.) = forewarn, means to warn beforehand.
- fore + runner (n.) = forerunner, means one who runs before.
- fore + see (v.) = foresee, means to see ahead.
- pre + fix (n.) or (v.) = pre'fix or prefix', means something
placed before; a placing before.
- pre + ordain (v.) = preordain, means to ordain beforehand.
- pre + historic (n.) = prehistoric, means before authentic
history.

Lesson 154.

Suffixes (*a*)*ble* and (*i*)*ble* mean *able, fit, or causing*.

honor + able (a.) = honorable, means fit to be honored ;
worthy of honor.

bear + able (a.) = bearable, means able to be borne ; capable
of being borne.

rely + able (a.) = reliable, means fit to be depended upon.

contempt + ible (a.) = contemptible, means fit for con-
tempt ; unfit for respect.

Note. — No comprehensive rule can be given to designate between the use of *able* and *ible*. This must be learned by practice. In case of doubt as to which should be used, consult the dictionary. Apply this note in the following words, and observe the rule for final *e*.

distinguish—, speak—, eat—, laugh—, read—, flex—,
convinc(e)—, convert—, sens(e)—, inhabit—, credit—,
effervesc(e)—.

Lesson 155.

Prefixes *ar, an, ian, ary*, mean *one who, that which, relating to*.

school + ar = scho(o)lar, means one who is learned.

drunk + ard = drunkard (n.), means one who gets drunk.

planet + ary = planetary (a.), means relating to planets.

adverse + ary = advers(e)ary (n.), means one who opposes.

mahomet—, rhetoric—, bound—, mission—, logic—.

Note. — Note the pronunciation of “rhetoric—” when suffix is added.

Lesson 156.

Prefix *re* means *again* or *anew*.

re + elect = re-elect, means to elect again.

re + conquer = reconquer, means to conquer again.

Prefix *super* means *above*.

super + human = superhuman, means above human.

super + natural = supernatural, means above the natural.

To the Pupil. — Supply the proper prefixes, combine and define.

—crown, —cönsider, —spëll, —pärtner, —ēqual,
—believe, —print, —löck, —ēasy, —wäre.

Lesson 157.

PREFIXES IN COMMON USE.

1. *A* = on or in, as in ashore.
2. *Be* = to make or made, as in befit.
3. *Co* or *Con* = with or together, as in conjoin.
4. *Dis* = not, or away, as in dissimilar, distrust.
5. *En* or *Em* = in or on, as entrap, embody.
6. *Fore*, *Pre* = before, as in foreclose, preordain.
7. *Mis* = wrong or wrongly, as in misspell.
8. *Re* = again, as in remember, reconsider.
9. *Super* = above, as in superhuman.
10. *Un* = not, as in unsafe, means not safe.

Lesson 158.

Suffix *dom* means *condition* or *possession*.

king + dom (n.) = kingdom, means a kind of government.

free + dom = freedom, means liberty.

Prefix *en* means, (1) in verb, *to make*; (2) in adjectives, *made*.

short + en = shorten (v.), means to make shorter.

deep + en = deepen (v.), means to make deeper.

Suffix *er* means, (1) in nouns, *one who*; (2) in adjectives, *more*.

read + er = reader (n.), means one who reads.

profound + er = profounder (a.), means more profound.

Lesson 159.

full means full of, marked by, as in fearful, joyful.

fy, ify means to make, as in justify.

hood means condition of being, as priesthood.

ion means act or state of being, as in oppression.

ize means to make; avilize; equalize.

kin, let, ling mean little, diminutive; streamlet.

ly means like, as in bravely, motherly.

ment, ness means state of being.

ous, ship, y mean state or condition of being.

Lesson 160.

Rule 13.—*Final e of a primitive word is dropped when a suffix is added that begins with a vowel.*

mănage + er = manager (n.), means one who manages.

manage + ing = managing (pres. p.), means continuing to manage.

manage + ed = managed (p.p.), means that has been managed.

ěrase + able = erasable (a.), means that can be erased.

erase + er = eraser (n.), means one who erases ; that which erases.

erase + ing = erasing (pres. p.), means act of rubbing out.

erase + ed = erased (p.p.), means that has been rubbed out.

Note.—Treat the following words as above.

advise + able, er, ing, ed.		move + able, er, ing, ed.
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value + able, er, ing, ed.		note + able, er, ing, ed.
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Lesson 161.

Note.—Treat as above.

achieve + able, er, ing, ed.		excuse + able, er, ing, ed.
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desire + able, er, ing, ed.		sail + able, er, ing, ed.
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cũre + able, er, ing, ed.		guide + able, er, ing, ed.
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Lesson 162.

EXCEPTIONS TO RULE 13.

EXCEPTION 1. — Words that end in *ce* or *ge* retain the final *e* on adding the suffix *able* or *ous* to keep *c* and *g* soft.

change + able = changeable.
 notice + able = noticeable.
 peace + able = peaceable.
 service + able = serviceable.
 mortgage + able = mortgage-
 able.

charge + able = chargeable.
 storage + able = storageable.
 outrage + ous = outrageous.
 courage + ous = courageous.
 advantage + ous = advan-
 tageous.

To the Pupil. — What root words in this lesson may be used both as nouns and verbs?

Lesson 163.

EXCEPTION 2. — Words that end in *oe* or *ee* retain the final *e* unless the suffix begins with *e*.

hoe + ing = hoeing.
 toe + ing = —
 shoe + ing = —

see + ing = seeing.
 agree + ing = agreeing.
 free + ing = freeing.

EXCEPTION 3. — A few words retain *e* to preserve their identity.

singe + ing = singeing.
 hinge + ing = hingeing.

twinge + ing = twingeing.
 fringe + ing = fringeing.

Lesson 164.

Rule 14. — *Final y of a primitive word, when preceded by a consonant, is changed into i on the addition of a suffix, unless the suffix begins with i.*

happy + er = happier (a.), means more happy.

happy + ly = happily (adv.), means in a happy manner.

happy + est = happiest (a.), means the most happy.

happy + ness = happiness (n.), means state of being happy.

To the Pupil. — Treat the following words as above.

greedy + er, ly, est, ness ; busy + er, ly, est, ness.

steady + er, ly, est, ness ; lazy + er, ly, est, ness.

Lesson 165.

envy + ed, ous, es, able ; glory + fy, ous, es, ed.

victory + ous, es ; worthy + er, ness, est.

fancy + ful, er, ed, es ; friendly + er, ly, ness, est.

glorify + ing = glorifying.	copy + ist = copyist.
typify + ing = typifying.	fancy + ing = fancying.
modify + ing = modifying.	baby + ish = babyish.

To the Pupil. — Why not change the y to i in the last six words? Give other examples.

Lesson 166.

Rule 15.—*Monosyllables and words accented on the last syllable, when they end with a single consonant, preceded by a single vowel, or by a vowel after qu, double the final consonant upon the addition of a suffix beginning with a vowel.*

rob + er = robber (n.), means one who robs.

rob + ing = robbing (pres. p.), means the act of robbing.

rob + ed = robbed (p.p.), means having been plundered.

thin + er, est, ed.

glăd + en, est, er.

equip + ing, ed.

refer + ing, ed.

annul + ing, ed.

control + ing, ed.

debar + ing, ed.

concur + ing, ed.

To the Pupil.—Why is the final consonant not doubled in the following words?

prevail

prevailed

vigor

vigorous

conceal

concealing

parallel

parallels

goad

goaded

intrepid

intrepidity

Lesson 167.

clăn—ish

ŭnfit—ed

unfit—ing

allot—ing

răg—ed

stir—ed

stir—ing

hem—ed

forgöt—en

occur—ed

occur—ing

blot—ed

föp—ish

regret—ed

regret—ing

spot—ed

Lesson 168.

To the Teacher.—Require the pupil to form a derivative word from each of the following, and tell what rule applies, or why a rule does not apply. See that the derivative is correctly spelled.

brace	+	—	=	—	luxury	+	—	=	—
sense	+	—	=	—	ceremony	+	—	=	—
balance	+	—	=	—	melody	+	—	=	—
purchase	+	—	=	—	fury	+	—	=	—
adore	+	—	=	—	study	+	—	=	—

Lesson 169.

To the Teacher.—See note above.

drop	+	—	=	—	enhance	+	—	=	—
forget	+	—	=	—	trace + able	=	trac-able		
sense	+	—	=	—	trace + ing	=	tracing		
refuse	+	—	=	—	pin	+	—	=	—
acquit	+	—	=	—	begin	+	—	=	—

Lesson 170.

— + true	=	—	— + place	=	—
— + lock	=	—	— + chain	=	—
— + perfect	=	—	— + coil	=	—
— + human	=	—	— + patient	=	—
hope + —	=	—	boy + —	=	—
man + —	=	—	shame + —	=	—

Lesson 171.

To the Pupil.—The words of this lesson are frequently mis-spelled. Can you spell them correctly?

untie	intelligent	metallic	altogether
distillery	diligently	million	always
military	excellent	mellow	halibut
almighty	welfare	parallel	village
raillery	artillery	pillory	stolid

Lesson 172.

DR. BREWER'S RULE FOR *ie* OR *ei* (Rule 16).

I before *e*

Except after *c*

Or when sounded like *a*,

As in *neighbor* and *weigh*.

i before *e* (= *ie* = *e*) except after *c* (sound of *c*):

relieve	priestly	seize	receive
chieftain	grievous	receipt	ceil
tierce	piecemeal	perceive	conceit
fierce	shriek	deceive	seize

Or when sounded like *a* (*ei* = *ā*):

neighbor	inveigh	reindeer	rein
weigh	deign	skein	heinous

Lesson 173.

EXCEPTIONS TO *i* BEFORE *e*.When *ei* = \bar{e} (or \check{e} or \bar{i}), or when *ei* = \bar{i} :

nēither	hēifer	fôrfeît	sôvereign
wēird	heīght	fôreīgn	sūrfeit
ēither	sleīght	counterfeît	fīancier

Lesson 174.

per, pur.

perform	permanent	pûrsue'	pûrview
peradventure	perdition	pursu'ance	purloin
persuade	perspire	purport	purple
persevere	pervade	purgative	purvey
perfection	perforate	purpose	pur'gatory

Lesson 175.

er AND *re*.

prôf'fer	īnfer'	thūnder	acre (aker)
grān'ger	cōnfer'	blūster	mās'sacre
pīlfer	lob'ster	blīster	lū'cre
strānger	scōffer	psalter	mē'diocre

Lesson 176.

cēter	or	centre	mēager	or	meagre
sāber	“	sabre	thēater	“	theatre
somber	“	sombre	fiber	“	fibre
luster	“	lustre	sěpul'cher	“	sep'ulchre

Lesson 177.

The possessive singular is generally spelled by adding an apostrophe and *s* ('s); while the possessive plural is generally formed by adding the apostrophe only.

SINGULAR.	POS. SINGULAR.	SINGULAR.	POS. SINGULAR.
girl	+ ('s) = girl's.	dollar	+ ('s) = dollar's.
Katie	+ ('s) = Katie's.	lady	+ ('s) = lady's.
day	+ ('s) = day's.	boy	+ ('s) = boy's.
Longfellow	+ ('s) = Longfel- low's.	Clark & Co.	+ ('s) = Clark & Co.'s.

PLURAL.	POSSESSIVE PLURAL.	USE.
girls	+ (') = girls'.	The girls' aprons are new.
days	+ (') = days'.	Ten days' work.
dollars	+ (') = dollars'.	Two dollars' worth of goods.
ladies	+ (') = ladies'.	Those ladies' hats are spoiled.
men	+ ('s) = men's.	Men's shoes.
children	+ ('s) = children's.	Children's ways.
mice	+ ('s) = mice's.	Mice's claws.

To the Pupil.—Write the possessive of *woman*, *women*, *baby*, *babies*, *fairy*, *fairies*.

Lesson 178.

DEFINITION. — Accent is a stress of voice placed upon a particular syllable in a word. Accent is either primary or secondary. In the word *in'complete'*, the first syllable (*in'*) has the secondary or light accent, which is marked with a light inflection mark, thus ' ; and the last syllable (*plete'*), has the primary or main accent, and is marked with a heavier inflection mark, thus !.

To the Pupil. — In the following, and in many other words, the accent is on the first syllable when the word is a noun or adjective, and on the second syllable when it is a verb.

USE.

ab'stract (n.).	An abstract of title.
ab'stract (adj.).	An abstract or vacant stare.
abstract' (v.).	You may abstract the title.
af'fix (n.).	A suffix is sometimes called an affix.
affix' (v.).	Affix the letter to the word.
con'flict (n.).	The rebellion of 1861 is called "The Conflict."
conflict' (v.).	Two ideas may conflict.
cem'ent (n.).	Cement is a kind of mortar.
cement' (v.).	Cement the cistern.
ex'tract (n.).	The extract of lemon is an acid.
extract' (v.).	Bees extract honey from flowers.

Lesson 179.

To the Pupil.—Learn to use the following words.

găll'ant (adj.), <i>brave.</i>	mîn'ute (n.), <i>sixty seconds.</i>
gallănt' (n.), <i>an escort.</i>	mīnute' (adj.), <i>very small.</i>
in'valid (n.), <i>a sick person.</i>	per'mīt (n.), <i>leave; warrant.</i>
invălid (adv.), <i>of no force.</i>	permit (v.), <i>to allow.</i>

Lesson 180.

rec'ord (n.), <i>a register.</i>	tôr'ment (n.), <i>a torture.</i>
record' (v.), <i>to register.</i>	torment' (v.), <i>to torture.</i>
ref'ūse (n.), <i>worthless remains.</i>	prō'test (n.), <i>denial.</i>
refușe' (v.), <i>to reject.</i>	protěst' (v.), <i>assent; to affirm.</i>
sûr'vey (n.), <i>a view taken.</i>	Au'gust (n.), <i>a month.</i>
survey' (v.), <i>to view.</i>	augŭst (v.), <i>grand.</i>

Lesson 181.

at'tribute (n.), <i>a quality.</i>	în'cense (n.), <i>perfume'.</i>
attrib'ute (v.), <i>to ascribe.</i>	încense' (v.), <i>to enrage.</i>
con'fine (n.), <i>a boundary.</i>	în'lay (n.), <i>a piece of work.</i>
confine' (v.), <i>to shut up.</i>	inlay' (v.), <i>to ornament.</i>
dī'gest (n.), <i>a body of laws.</i>	ob'ject (n.), <i>a purpose.</i>
dīgest' (v.), <i>to dissolve.</i>	object (v.), <i>to oppose.</i>

Lesson 182.

To the Pupil. — The size of the type is shown in the name. Copy the punctuation marks.

TYPE.		PUNCTUATION.
great primer	<i>script</i>	cõm'ma ,
English		sẽm'icolon ;
pica	<i>Italic</i>	pẽr'iod
small-pica	full-face	ĩnterroga'tion . . ?
long-primer		ěxclāma'tion . . !
bourgeois' ¹	CAPITALS	dash —
brẽvier		parenthesis . . ()
mĩnion	SMALL CAPS	quotation . . “ ”
nonparẽil' ²		brackets []
ãg'ãte		hyphen -
pearl		câ'ret ^
dia'mond ³		apõs'trophe . . . '

Pronounced: ¹ burjois. ² nõn-pa-rẽl'. ³ dī -a-mond or diamũnd.

Lesson 183.

To the Pupil. — Observe the type in each line. Learn to spell all the words.

“An honest man is the noblest work of God.”

“Great character is as rare a thing as great genius.”

“True courage will show itself in deeds.”

“Tarnish not thy good name, neither thy fortune.”

Lesson 184.

- | | |
|--|---|
| 1. lǎx, <i>loose</i> .
lǎcks, <i>wants</i> .
2. rōte, <i>mere repetition</i> .
wrote, <i>did write</i> .
3. slew, <i>did slay</i> .
slue, <i>to turn, to turn about</i> . | 4. choir, <i>a body of singers</i> .
quire, <i>twenty-four sheets</i> .
5. māze, <i>an intricate place</i> .
maize, <i>Indian corn</i> .
6. lōck, <i>a fastening</i> .
loch, <i>a lake</i> . |
|--|---|

Lesson 185.

- | | |
|--|---|
| 1. hīed (v.), <i>made haste</i> .
hide (v.), <i>to conceal</i> .
2. lapse, <i>to fall</i> .
laps, <i>plural of lap</i> .
3. ōwed, <i>did owe</i> .
ode, <i>a song</i> . | 4. māle, <i>masculine</i> .
mail, <i>armor</i> .
5. mīght, <i>strength, power</i> .
mite, <i>a small insect</i> .
6. vīce, <i>defect, fault</i> .
vise, <i>an instrument</i> . |
|--|---|

Lesson 186.

- | | |
|---|---|
| 1. plate, <i>a dish</i> .
plait, <i>to braid</i> .
2. sale, <i>act of selling</i> .
sail, <i>of a ship</i> .
3. soared, <i>did soar</i> .
sword, <i>a weapon</i> . | 4. tǎcks, <i>small nails</i> .
tax, <i>an assessment</i> .
5. idle, <i>doing nothing</i> .
idol, <i>an image of worship</i> .
6. cēllar, <i>a room under</i>
<i>ground</i> .
seller, <i>one who sells</i> . |
|---|---|

To the Teacher.—Require the pupil to use these words in sentences in which their meaning shall be illustrated.

Lesson 187.

RELATING TO ARITHMETIC.

in'teger	numerātion	fāctor	frāctions
in'tegral	āddition	āliquot	con'crēte
figures	subtrāction	mūltiple	compōs'ite
cīpher	mūltiplicātion	rōot	nū'merator
dīgits	divīsion	divīsor	difference

Lesson 188.

RELATING TO GEOGRAPHY.

īslānd	crāter	prāirie	trōpics
volcāno	hēmisphere	cōn'fluence	pōlar
rīvulet	lōngitude	pār'allels	īce-berg
penīnsula	lātitude	equā'tor	tōrrid
ō'asis	wāter-shed	cōm'merce (n.)	merīdians
dēltā	plāteau' (plā-tō')	cōmmērcē' (v.)	ē'quinox

Lesson 189.

RELATING TO GRAMMAR.

lānguage	ādjectives	anālysis	interjēction
phrāse	ādverbs	māsculine	pārticiple
dīagram	sīngular	fēmīnine	cōmplement
prōnoun	plūral	neūter	rēlative
prēdicate	mōdifier	conjūction	objēctive
cōpula	sūb'stantive	cōn'jugate	sūbjec'tive

Lesson 190.

RELATING TO PHYSIOLOGY.

nōstril	vērtēbrae	fībril	tongue
phalānges	trāchea	mūscles	sālī'va
cārpus	ūlna	vōluntary	lā'rynx
mētacarpus	rādius	līver	auricle
spinal	femur	mīneral	vēntricles

Lesson 191.

RELATING TO OCCUPATION.

fārmīng	āgrīculture	wēaving	tēaming
mīnīng	grāzīng	hāuling	mērchandīsing
shoe'-making	mīllīng	rōwīng	prīntīng
prēaching	fīshīng	shīp-building	black-smithīng
tēaching	spōrtīng	tēlēg'raphy	bankīng
tailōrīng	trāppīng	stēnōg'raphy	butcherīng

Lesson 192.

RELATING TO GEOGRAPHY.

Bangor	Rome	Chili	Alleghany
Sacramento	Odessa	Venezuela	Himalaya
Dallas	Merrimac	Russia	Scandinavian
Cologne	Missouri	Portugal	Gibraltar
Versailles	Rhine	Hindoostan	Yucatan
Niāg'ara	Yosēm'itē	Cincinnati	Yū'kōn

Lesson 193.

MILITARY TERMS.

căptain	ămmunition	recruit	tōmahawk
colonel	băttălion	maneūver	ărsenal
măjor	rĕgiment	campăign	rĕdoubt'
sĕrgeant	platōon	cōmpany	breast'-work
lieutĕnant	năval	milĭtia	bărrack

Lesson 194.

RELATING TO MEDICINE.

morphĭne	quĭ'nĭne	glŷcerine	pōtash
strychnĭne	ĭpecăc	păregôric	săssafras
ălcōhol	cămphor	rhŷbarb	ărnica
ărsenic	ĭodine	ammonia	sărsaparĭlla
lăudanum	sulphur	călomel	magnĕsia
ehlō'roform	ōpiate	narcōtic	ăntimony

Lesson 195.

DISEASES.

mĕasles	hŷsterics	croup	pneumōnia
scrōfula	neūralgia	pălsy	dyspĕpsia
ăsthma	parălysis	scŭrvy	dĭphthĕria
catărrh	rheumatism	tŷphus	erysĭp'elas.
pleurisy	scarlatina	căncer	dysentery
jăun'dice	smăll'pox	gout	hŷdrophō'bia

Lesson 196.

RELATING TO BOTANY.

corōlla	sēpal	corōna	hēliotrope
cālyx	pōllen	ōvary	zizā'nia
stāmen	stīgma	ōvūle	fūch'sia
pīstil	ānther	placēnta	hydrāngea
pētal	fīlament	hŷ'acinth	dāhlia

Lesson 197.

NAMES OF ANIMALS.

opōssum	zēbra	raccōn	lēopard
ārmadillo	porcupine	ālligator	gorīlla
ēlephant	jāguār'	wōlverine'	mosquito
chimpānzee	tērrier	rhinōceros	bēetle
wēasel	girāffe	llāmā	phēasānt

Note.—Spell the plurals of the words in Lesson 197.

Lesson 198.

răp, *to strike.*

wrap, *to cover.*

mōte, *a particle of matter.*

moat, *a ditch or trench.*

lāin, *p.p. of lie.*

lāne, *a narrow passage.*

mēan, *contemptible.*

miēn, *appearance.*

pēal, *a loud sound.*

peel, *to pare.*

lāid, *did lay.*

lade, *to load.*

bāil, *surety.*

bale, *a quantity or package.*

wāste, *desolate.*

waist, *part of the body.*

Lesson 199.

- | | |
|---|---|
| 1. troop, <i>a collection of people.</i>
troupe, <i>of players.</i>
2. tear, <i>water from the eye.</i>
tier, <i>a row.</i>
3. vīal, <i>a small bottle.</i>
viol, <i>a musical instrument.</i> | 4. sāilor, <i>a man who sails.</i>
sailer, <i>a thing that sails.</i>
5. mīner, <i>a worker in mines.</i>
minor, <i>one under age.</i>
6. brīdle, <i>for a horse.</i>
bridal, <i>belonging to a bride.</i> |
|---|---|

Lesson 200.

crīcket	pūpa	shrīmp	prawn
ēarwig	cāterpillar	crābs	sānd'-flea
gnāt	lārva	craw-fish	trilobite
lōcust	chrȳsalis	bārnable	cȳclōps
grass-hopper	maggot	ōcypōdian	dāphnia

Lesson 201.

To the Pupil.—Form sentences using the following words.

famous	renowned	celebrated	notorious
frightful	terrible	fearful	awful
extravagant	lavish	profuse	prodigious
ferocious	fierce	barbarous	savage

Lesson 202.

- | | |
|---|--|
| 1. rāys, <i>of light.</i>
raise, <i>to lift up.</i>
raze, <i>to pull down.</i> | 4. soul, <i>a spirit.</i>
sole, <i>only, bottom of</i>
<i>the foot.</i> |
| 2. purl, <i>the murmur of a</i>
<i>brook.</i>
pearl, <i>a precious sub-</i>
<i>stance.</i> | 5. steal, <i>to take without</i>
<i>right.</i>
steel, <i>hardened iron.</i> |
| 3. seen, <i>beheld.</i>
scene, <i>a view.</i>
seine, <i>a net as for fish.</i> | 6. ton, <i>2000 pounds.</i>
tun, <i>a large cask.</i>
7. loan, <i>an amount lent.</i>
lone, <i>without company.</i> |

To the Pupil. — Put the right word in the right place.

1. The army will — the fort to the ground.
 — of light radiate from the luminous point.
 We — that which is fallen.
2. It is useless to cast — before swine.
3. The setting sun presents a beautiful —.
 Have you ever — the fisherman using the —?
4. What will it profit a man if he gain the whole
 world but lose his own —?
 The child was the — heir to the estate.
5. The thief will — the horse.
 — is a most useful —.
6. Ship the — of butter in a —.
7. — me a large sum of money.
 We left the man in the — wood.

Lesson 203.

- | | |
|---|--|
| 1. pōle, <i>a long stick.</i>
poll, <i>the head.</i>
Pōll, <i>a parrot.</i>
2. tēam, <i>a span.</i>
teem, <i>to be full of.</i>
3. metal, <i>iron, gold, etc.</i>
mettle, <i>spirit, courage.</i> | 4. märshal, <i>an officer.</i>
martial, <i>war-like.</i>
martial (v.), <i>to arrange.</i>
5. stâir, <i>a flight of steps.</i>
stâre, <i>to gaze at.</i>
6. tîde, <i>the flow of the sea.</i>
tied, <i>did tie.</i> |
|---|--|

To the Pupil. — Put the right word in the right place.

1. If the flag is attached to a long —, it will flutter in the breeze.
 A — tax is a tax levied by the head.
2. The — took charge of the prisoner.
 — music thrills the heart of an old soldier.
3. Horses should not display too much —.
 Machinery is manufactured largely from —.
4. Rivers of North America — with fish.
 See! what a fine — of horses that man is driving.
5. "The way into my parlor is up a winding —."
 It is ill-manners to — at people.
6. Wait for the turn of the —.
 The fisherman — his boat to the shore.

Lesson 204.

- | | |
|--|---|
| • 1. flew, <i>did fly</i> .
flue, <i>a chimney</i> .
2. dȳing, <i>expiring</i> .
dyeing, <i>coloring</i> .
3. nēed, <i>to require</i> .
knead, <i>to work dough</i> . | 4. kēy, <i>to lock</i> .
quay, <i>a wharf</i> .
5. māin, <i>principal</i> .
mane, <i>of an animal</i> .
6. him, <i>a pronoun</i> .
hymn, <i>a song</i> . |
|--|---|

To the Pupil.—Put the right word in the right place.

1. A little chīm'ney-swāl'low built its nest in the ____.
 The eagle carried the child in its talons as it ____
 away to its aerie.
2. The old year is slowly ____.
 The ____ of cloth enhances its value.
3. The ____ of a more substantial form of government
 was felt by our forefathers.
 The baker will ____ the dough.
4. A traveler lost his ____ on the ____.
5. The orator stated his ____ reasons distinctly, and
 without fear of contradiction.
 The enraged lion shook his shaggy ____ in defiance.
6. We requested ____ to sing the Battle ____ of the
 Republic.

Lesson 205.

REVIEW.

1. I heard (6-204) sing a (6-204).
2. A (4-204) to fortune is not always a key to happiness.
3. I found a (2-202), a perfect gem, the like of which I had never seen.
4. Earth, air, and sky (2-203) with beauty which we mortals do not always see.
5. We (1-202) our eyes to Heaven and behold the (1-202) of the great sun as they come to change darkness into light.
6. Time and (6-203) wait for no man.
7. A (4-202) hope sometimes keeps the (4-202) afloat. Be hopeful and persevere.
8. (7-202) what is your own, not that which is another's.
9. (7-202) and weary, he sought a quiet spot for rest and meditation.
10. Have you ever (3-202) the splendor of a mountain (3-202)?
11. Put a (6-199) on your temper before you put on a (6-199) garb.

Note.—The first figure or number in each parenthesis refers to the number of the word, and the second number is the number of the lesson in which the word to be reviewed and inserted may be found.

Lesson 206.*ar, er, or, (= ūr).*

bēggar	wearer	dōnor	beliēver
mōrtar	stāgger	dēbtor	sûrveyor
cālendar	cōurier	liquor	sīmlar
jōcular	grōcer	lānguor	vīstor
tūbular	lēdger	cōnqueror	precēptor

Lesson 207.*able, ible.*

vīsible	tāmable	recēivable	advīsable
sūitable	plāusable	crēditable	admīssible
ēatable	pōssible	fēasible	īrritable
flēxible	sālable	assāilable	discērn'ible
lāudable	pitiable	inflāmmable	accēptable

Lesson 208.*ise, ize, yze.*

ānalyze	advertīse'	neū'tralize	baptize'
īdolize	capsīze	mēr'chandise	arīze
au'thorize	cāt'echise	sōlemnize	cīv'ilize
paralyze	sat'yrize	fērtilize	thēorize
criticise	ēn'terprise	sỹmpathize	mēmorize

Note.—Require definitions to the words of the lessons on this page.

Lesson 209.

a, e, OR i.

gāyety	cēlebrate	sālary	nūtriment
vēlify	sēparate	vānity	sūpplement
cītdadel	ēxpiate	stūpefy	ôrnament
rārity	mālady	tērrify	līneament
rarefy	rēmedy	prodigy	īmplement

Lesson 210.

ain, in, ine.

fāmine	īntēs'tine	clandēstine	predēs'tine
fountain	būlletin	mūrrain	detērmine
villain	jāve'lin	sānguine	ērmine
mōccasin	libertine	fīrkin	dōctrine
cābin	ūrchin	chiēftain	imāgine

Lesson 211.

ary, ery, ory.

cōntrary	sēminary	cūstomary	prēsbytery
drūdgerly	tērritory	perfūmery	cōmmentary
sāvory	drāpery	prōmissory	chicānery
bēggary	mērcenary	obītuary	mīllinery
cēmetery	slīppery	compūlsory	anniver'sary

Note.—Require definitions to the words of each lesson on this page.

Lesson 212.

- | | |
|--|--|
| 1. sēam, <i>of a garment.</i>
seem, <i>to appear.</i> | 4. ȁltar, <i>a place of sacrifice.</i>
alter, <i>to change.</i> |
| 2. plāin, <i>simple; level</i>
<i>ground.</i>
plane, <i>a tool; level surface.</i> | 5. session, <i>the sitting of an</i>
<i>assembly.</i>
cession, <i>act of giving.</i> |
| 3. pēēr, <i>an equal; nobleman.</i>
pier, <i>a support.</i> | 6. cōllar, <i>for the neck.</i>
choler, <i>anger.</i> |

1. It ——ed that the —— was a very strong one.
2. Be ——, but not rude, in speech.
—— the board until it is a ——.
A —— may be arid, or it may be fertile.
3. There are but few men who have not their ——.
Iron ——s strengthened the bridge.
4. That is a devoted man who kneels at yonder ——.
If your language be incorrect, —— it.
5. The —— of land was made at the last —— of
Congress.
6. Control your temper, and do not display ——.
A —— is for the neck.

DEFINITION.—Antonyms are words having opposite meanings, as —

equal — unequal.
sitting — standing.
appear — disappear.

active — inactive.
from — to.
join — disjoin.

Lesson 213.

- | | |
|--|--|
| 1. cǎnvas, <i>coarse linen cloth.</i>
canvass, <i>to examine.</i>
2. gămbol, <i>to frolic.</i>
gamble, <i>to play for money.</i>
3. barren, <i>unfruitful.</i>
baron, <i>a noble.</i> | 4. cŭrrant, <i>a fruit.</i>
current, <i>of a stream.</i>
5. pǎin, <i>suffering.</i>
pane, <i>of glass.</i>
6. mantel, <i>a chimney-piece.</i>
mantle, <i>a cloak.</i> |
|--|--|

1. A tent is made of heavy —.
 It is well to thoroughly — a difficult question,
 before passing judgment upon it.
2. Never —. A fish may — in the water.
3. There is no one entirely — of good deeds.
 In days of old, —s held their sway.
4. The Gulf Stream is the largest oceanic —.
5. — is often a blessing in disguise.
6. Snow is winter's sable —.

Note.—Write antonyms of the following words.

rattle —
 jabber —
 cackle —

cheat —
 fraud —
 deceit —

Lesson 214.

- | | |
|---|---|
| 1. mǎnner, <i>form ; way.</i>
manor, <i>a district.</i>
2. mǐst, <i>fine rain.</i>
missed, <i>did miss.</i>
3. tāper, <i>a wax candle.</i>
tāper, <i>to narrow to a</i>
<i>point.</i>
tāpir, <i>an animal.</i> | 4. pǎlate, <i>roof of the mouth.</i>
pallet, <i>a small bed.</i>
palette, <i>an instrument</i>
<i>used by an artist.</i>
5. prophet, <i>one who foretells.</i>
profit, <i>gain.</i>
6. peddle, <i>to sell.</i>
pedal, <i>of a piano.</i> |
|---|---|

1. The parishioner's manner tended to attach him to the people of his —.
2. Fog and — are quite common along the Pacific coast.
3. The weird burning of the — cast a ghostly appearance on the surroundings.
4. A — is made by placing blankets upon the floor.
 A cot is not a pallet.
5. The hope of — is a great incentive to action.

Note 1. — The pupil will form additional sentences, using words in this lesson.

Note 2. — Give antonyms to the following synonyms.

génial	—
warm	—
cordial	—
merry	—
festive	—

desperate	—
wild	—
daring	—
audacious	—
reckless	—

Lesson 215.

- | | |
|---|---|
| 1. <i>āccede, to comply with.</i>
<i>exceed, to go beyond.</i> | 4. <i>dōse, a quantity.</i>
<i>doze, to drowse.</i> |
| 2. <i>āffect', to act upon.</i>
<i>effect, to accomplish.</i> | 5. <i>dāi'ry, a milk-house.</i>
<i>dī'ary, a daily register.</i> |
| 3. <i>bāllet, a song.</i>
<i>ballot, a voting ticket.</i> | 6. <i>gěsture, an action.</i>
<i>jester, one who jests.</i> |

1. — cheerfully to what is right, but oppose strenuously what is wrong.

A good financier will not permit his expenses to — his income.

2. A change in temperature will — a barometer.
Kind words have good —.

3. Intelligence should be the qualification for the casting of a —.

4. A — is an unsound sleep.

5. Do not confuse the word *dairy* with the word —.
(See definition above.)

Note 1. — Give some of the different meanings and applications of the following words.

body	mind	disquietude	peace
substance	spī	anxiety	pacification
mass	soul	uneasiness	assurance
whole	individual	apprehension	calmness

Lesson 216.

REVIEW.

1. Form sentences, using the words *pier* and *peer*.
(Lesson 212).
Form sentences, using the words *collar* and *choler*.
(Lesson 212).
Form sentences, using the words *current* and *currant*.
(Lesson 213).
2. What is the meaning of the suffixes *ar*, *er*, *or*?
3. Analyze the words *debtor*, *courier*, *tubular*.
4. Define *mist* and *missed*. Form sentences using these words.
5. Define suffix. Define prefix.
6. Define synonyms; antonyms.
7. What does *able* mean? Illustrate.
8. Define *need* and *knead*.
9. How is the word *seine* pronounced?
10. Form a sentence, using the word *team*.
11. What is accent? How is the secondary accent marked?
12. Define the words *him* and *hymn*.
13. Give a synonym of the word *manner*.
14. Give the name of each of the following diacritical marks: -, ~, ~.
15. What is meant by the expression, *keeping a dairy*?
16. What is meant by the expression, *keeping a diary*?

Lesson 217.*To the Teacher.*—Require the pupil to define each word.

abridge	ăn'cestry	ärtery	admission
austere'	ăl'kaline	ambrōsia	advīser
acquire	ăsterisk	advēn'ture	ămicable
angēlic	ărchitect	ăp'erture	ărmory
abolish	ăr'mistice	audā'cious	ăqueduct
disobey'	dīscipline	dēlicate	decī'sive

Lesson 218.

băl'ustrade	băr'rier	brunētte'	brindle
bēverage	bī'sect	blāsp'eme'	burlē'sque
bondage	bărbă'r'ic	bōt'any	brutally
bāsement	bărricāde'	boundary	brōkerage
blockāde'	brīg'and	brāndish	brībery
devēlop	dūngeon	delīrious	dīplo'ma

Lesson 219.

colōgne	chărity	cřiticism	capăcity
campăign	cănopy	cōnvent	cēssă'tion
consīder	cry'stal	cōnquer	creătion
carbōnic	cŭrrency	cēnsure	crusader
cănnibal	cōronet	clērical	cer'ēbrum
delīcious	dīs'course	dīligence	dră'm'atist
dŭteous	diă'm'eter	diăgonal	dī'alogue

Lesson 220.

To the Pupil.—Use the right word in the right place.

rein.	You can — your horse if it should —.	rain.
lain.	He had just — down in the narrow —.	lane.
knight.	The — left in the —.	night.
heard.	I — a — of cattle passing by.	herd.
wait.	— and I will tell you your —.	weight.
seller.	The wine — lived in a —.	cellar.
alter.	They propose to — the place of the —.	altar.
pale.	The — maid brought the — of milk.	pail.
main.	The — beauty of the horse is his long —.	mane.
bear.	I cannot — to go with — hands.	bare.

Lesson 221.

climb.	In summer we will — to a cooler —.	clime.
flee.	Any one would — from a —.	flea.
flew.	The cinder — from the open —.	flue.
maid.	The — — a bad mistake.	made.
hare.	The — has a coat of soft brown —.	hair.
hie.	Let us — away to the — hills.	high.
ate.	He — — plums.	eight.
need.	You — not — the bread so much.	knead.
key.	The — of the boat is at the —.	quay.
haul.	We must — the timber to build the —.	hall.

Lesson 222.*er, ir, ur, our.*

circuit	fervor	journeyman	version
vernal	further	circumspect	nurture
circular	mermaid	pervious	firmament
sûrlain	girdle	cursory	adjoin
terminate	mercury	girdler	interpret

Lesson 223.*cal, cle, kle.*

particle	sprinkle	grammatical	alphabetical
logical	icicle	reciprocal	satirical
whimsical	physical	hysterical	receptacle
tragic	freckle	chronicle	vehicle
obstacle	surgical	numerical	historical

Lesson 224.*cious, tious.*

rapacious	fractious	atrocious	inflectious
flagitious	capacious	licentious	tenacious
ferocious	officious	vicious	ambitious
gracious	judicious	suspicious	nutritious
pernicious	vexatious	vivacious	ostentatious

Note. — Define the words on this page.

Lesson 225.

tīme (n.), *a period.*
 thȳme (n.), *a plant.*
 Vēnus (n.), *a planet.*
 venous (adj.), *relating to veins.*
 bōard (n.), *a plank.*
 bored (v.), *did bore.*
 naughtȳ (adj.), *ill-bred.*
 knotty (adj.), *having knots.*
 bēttē (adj.), *superior.*
 bettor (n.), *one who bets.*
 rīgor (n.), *severity.*
 rigger (n.), *one who rigs.*

fāiry (n.), *an imaginary being.*
 ferry (v.), *act of crossing a stream by ferry.*
 īslet (n.), *a small island.*
 eyelet (n.), *a hole for a lace.*
 liar (n.), *one who tells lies.*
 lyre (n.), *a musical instrument.*
 pillar (n.), *a column.*
 pillow (n.), *a cushion.*

Lesson 226.

more (adj.), *a greater number.*
 mower (n.), *one who mows.*
 prīer (n.), *one who pries.*
 prior (adj.), *previous.*
 sucker (n.), *a kind of fish.*
 succor (n.), *aid; help.*
 rādish (n.), *a vegetable.*
 reddish (adj.), *partaking of red.*
 cāstor (n.), *the beaver.*
 cāster (n.), *one who casts.*

plāintiff (n.), *a party at law.*
 plaintive (adj.), *mournful.*
 gēnus (n.), *class.*
 genius (n.), *mental gift.*
 fisher (n.), *one who fishes.*
 fissure (n.), *a chasm.*
 populace (n.), *the people.*
 populous (adj.), *full of people.*
 bērry (n.), *a fruit.*
 bury (v.), *to cover with earth.*

Lesson 227.

incite' (v.), <i>to stir up.</i>	com'pact (n.), <i>an agreement.</i>
in'sight (n.), <i>a deep view.</i>	compact' (adj.), <i>firm ; solid.</i>
ex'tant (v.), <i>now existing.</i>	in'crease (n.), <i>growth.</i>
extent' (n.), <i>space ; size.</i>	increase' (v.), <i>to grow greater.</i>
frē'quent (adj.), <i>occurring</i>	su'pine (n.), <i>a kind of noun.</i>
<i>often.</i>	supine' (adj.), <i>lying on the</i>
frequent' (v.), <i>to visit often.</i>	<i>back.</i>

Lesson 228.

To the Pupil.—Insert the proper word.

incite'.	The teacher should — her pupils to take a
in'sight.	deeper — of their lessons.
extent'.	Peculiar ideas of the — of the continent
ex'tant.	were — in the time of Columbus.
com'pact	The judge ordered that the — be made in
compact'.	one — body.
frequent'.	To — the place of amusement was his
frē'quent.	— desire.
increase'.	If we — workingmen's wages, there should
in'crease.	be a great — in work.
su'pine.	The — is not recognized by all grammarians.
supine'.	The bones of the arm are arranged so as to
	allow a — position of the hand.

Lesson 229.

To the Teacher.—Require the pupil to define each word in this lesson.

ennō'ble	ēdify	ēmperor	evāp'orate
estāblish	ēpicure	ēthical	equātion
ēd'ucate	ēpitaph	evāc'uate	expīring
ēbony	ēmphasis	ejac'ulate	expāded
ēxodus	ēmigrant	eman'cipate	engrāver

Lesson 230.**ARITHMETIC.**

recīp'rocal	perīm'eter	hypōt'enuse	alter'nate
insūr'ance	trāp'ezoid	ēvolu'tion	rādicāl
advalōrem	trapēz'ium	involutiōn	diāgonāl
perpendīcular	rhombus	specī'fic	scalēne
expo'nent	pōlygon	horizon'tal	equilateral

Lesson 231.

(See note, Lesson 229.)

fanātic	fōrtitude	frīvolous	fīscal
fantāstic	frāgrancy	forbāde'	frūstrum
factory	flōrid	faucet	forēigner
fiftieth	fānciful	forfeiture	flēxible
fortify	fer'rule (fērril)	funē'real	feasible
fōrgery	fēlony	fugitive	fēoff (fēf)

Lesson 232.

To the Teacher.—Require the pupil to form, define, and use derivatives, using the root word and the prefixes and suffixes given below.

per, con, trans, in, re, de + *form* + *ity*, al, ance, ed.

EXAMPLES: con + form = conform, means —.

form + al + *ity* = formality, means —.

Lesson 233.

Facio (Factum), TO DO OR MAKE (Latin).

Roots: *fact*, *fect*, *ficient*.

bene, male, satis + *fact* + *ion*, or = —.

EXAMPLE: bene + fact + *ion* = benefaction, means —.

af, ef, de, in, per, im + *fect* = —.

EXAMPLE: af + *fect* = affect, means —.

ef, de, pro + *ficient* = —.

EXAMPLE: de + *ficient* = deficient, means —.

Pello (Pulsum), TO DRIVE (Latin).

Roots: *pel*, *puls*.

ex, im, com, re, pro, dis + *pel* = —.

EXAMPLE: com + *pel* = compel, means —.

ex, com, re, pro + *puls* + *ion*, sion, ory, ive = —.

EXAMPLE: com + *puls* + *ion* = compulsion, means —.

Lesson 234.

begin'	beginning	brag	bragging
appall	appalling	chat	chatting
admit	admittance	snap	snappish
abhor	abhorrence	thick	thickest
propel	propelling	twit	twitting

Lesson 235.

policy	policies	robbery	robberies
vacancy	vacancies	factory	factories
tendency	tendencies	century	centuries
faculty	faculties	agency	agencies
fishery	fisheries	cavity	cavities

Lesson 236.

When the singular ends in *o* preceded by a vowel, add *s* to form the plural.

studio	studios	tattoo'	tattoos
ratio	ratios	cam'eo	cameos
seraglio	seraglios	kangaroo	kangaroos
cuckoo	cuckoos	imbroglio	imbroglios
folio	folios	punctilio	punctilios

To the Teacher. — Require the pupil to mark the sounds of the principal vowels in these lessons; also to define the derivative words.

Lesson 237.

To the Pupil.—Do not say

aměnable	for amēnable	bed-stīd	for bēd'-stēad
ā nuther	“ ānother	běn	“ been (bīn)
āpparātus	“ apparātus	blēv	“ beliēve
arā'bic	“ ār'abic	biv'ouack	“ biv'ouac (bivwack)
are'a	“ ā'rea	bīog'raphy	“ bīog'raphy
ār'row	“ ār'row	blasphē'mous	“ blā'sphēmous
a'kurn	“ ācōrn	būnnet	“ bōnnet
āc'climate	“ acclī'mate	banā'na	“ banā'na
abstē'mious	“ abstē'mious	bāde	“ bāde
āb'domen	“ ābdō'men	bālm	“ bālm

Lesson 238.

chlō'rīde	for chlo'rīde	eōmmū'nist	for eōm'munist
cīvl	“ cīv'il	compâr'able	“ cōm'parable
kōlūme	“ cōl'umn (colum)	cōmprōm'ise	“ cōm'promise
combāt'ant	“ cōm'batant	cōn'dolence	“ cōndō'lence
kēch	“ cā'tch	kawst	“ cōst
cār'bene	“ cār'bīne	cūl'inary	“ cū'linary
kāmly	“ cālm'ly	convēr'sant	“ cōn'versant
kaw'fin	“ eōff'fin	cōmplās'ance	“ cōm'plaisance
kaw'fee	“ cōff'fee	kôrtesy	“ cōûrtesy' (kurtesy)
krīk	“ crēēk	kūpol'ō	“ cū'polā

To the Pupil.—Practice these words until familiar with the proper pronunciation.

Lesson 239.

Pono (Positum), TO LAY, PUT, OR PLACE (Latin).

ROOTS : *pon, pose, posit.*

(See Direction, page 123.)

com, de, post, op, ex + *pon* + ent = —.

EXAMPLE : com + pon + ent = component, means —.

im, com, juxta, dis, pre, pro + *posit* + ion = —.

EXAMPLE : juxta + posit + ion = juxtaposition, means —.

Lesson 240.

Mitto OR Missum, TO SEND (Latin).

ROOTS : *mit, mise, miss.*

(See Direction, Lesson 232.)

ad, con, per, sub, re, inter + *mit* = —.

EXAMPLE : ad + mit = admit, means —.

sur, pre, pro + *mise* = —.

EXAMPLE : pro + mise = promise, means —.

re, inter, e, per, com, ad + *miss* + ion, ive, ile, ary.

EXAMPLES : per + miss + ion = permission, means —.

com + miss + ary = commissary, means, —.

miss + ion = mission, means —.

Lesson 241.

heir'ess	hȳdrant	harāngue	hēctic
hōr'tative	herōic	hārlequin	hīlarity
hōbby	harmōnic	hārdihood	hōr'ticulture
hāvoc	heigh̄ten	hōstile	hērmitage
hāggard	hīghland	hārmonize	hālibut

Lesson 242.

machī'nist	surgeon	instrūctor	hōstler
mechānic	politician	apōth'ecary	hūckster
plāsterer	attorney	photōg'rapher	cārrier
dāiry-man	shepherd	uphōlsterer	book-bīnder
physician	solicitor	compōsitor	cobbler

Lesson 243.

inflāme	īvory	indōr'ser	īgnorāmus
invēt	īssuance	itīnerant	īsotherm
intrinsic	īm'agery	ītal'ic	īm'becile
impōs'tor	īn'digo	īn'terlude	illus'trate
īm'pulse	in'stigate	īrrātional	īgnīt'able

Lesson 244.

etymology	pāradigm	exclāmatory	mētaphor
auxiliary	synōpsis	subōrdinate	sīmile
plēonasm	pārapgraph	supērlative	trānsitive
sȳnthesis	descriptīve	subjunctive	declēnsion
ellīpsis	declārative	cōpulative	modificātion

Lesson 245.

Corpus (Corporis), THE BODY (Latin).

Root: *corpor* (*corpus*, THROUGH *corpulentus*, FLESHY).

(See Direction, page 123.)

in + *corpor* + al, ate, ion, cle.

EXAMPLE: *corpus* + cle = *corpuscle*, means ———.

Doceo (doctum), TO TEACH (Latin).

Roots: *doc*, *doct*.

doc + ile, ty.

EXAMPLE: *doc* + ile = ———, means ———.

doct + or (n.), ine, al.

EXAMPLE: *doct* + (r)in(e) + al = ———, means ———.

Fluo (fluxum), TO FLOW (Latin).

Roots: *flu*, *flux*.

af, con, super + *flu* + ency, id, ent, ence, ous.

EXAMPLES: con + *flu* + ence = ———, means ———.

in + *flux* = ———, means ———.

Pello (pulsum), TO DRIVE (Latin).

Roots: *pel* AND *puls*.

com, im, ex, re, pro, dis + *pel* = ———.

ANALYZE: compulsion, expulsion, repulsive, impulsive,
compulsory.

Lesson 246.*Moneo (Motum), TO MOVE (Latin).*

(See Direction, Lesson 232.)

re + *move* + able, ment.**EXAMPLE:** re + move = remove, means —.e, com, pro + *mot* + ion, ive.**EXAMPLE:** e + mot + ion = emotion, means —.**Lesson 247.***Pes (pedus), A FOOT (Latin).*Root: *ped*.bi, quadru, ex, im + *ped* + al, er, ite, ion, (i)ment.**EXAMPLE:** ex + ped + ite = —, means —.*Eo (itum), TO GO (Latin).*Root: *it*.amb, in, sed, trans + *it* + ion, al, ete, ory.**EXAMPLE:** in + it + (i)al = —, means —.*Curro (cursum), TO RUN (Latin).*Roots: *curr, curs*.*curr* + ent, ency, ex, in, pre + *curs* + ion, or, ory.**EXAMPLE:** pre + curs + ory = —, means —.

Lesson 248.**PRONOUNCED.**

dā'ta	not	ḁatā	dīlāp'idate	not	dīlāp'idate
dēc'ade	"	dē'cade	dīmēn'sion	"	dīmēn'sion
decrēp'it	"	decrēpid	diṣārm'	"	disarm'
dēf'icīt	"	defīc'it	diṣāster	"	disās'ter
dīrēct'	"	dīrēct'	diṣ'dain	"	disdain'
dīplom'a	"	dīplōm'a	dīvest'	"	dīvest
dēs'ignāte	"	dēz'ignate	dōg	"	ḁawg
dēs'picable	"	despīc'able	dōmāin'	"	dō'main
dīdāc'tic	"	dīdāc'tic	dīs'putant	"	dīspū'tant
dīgrēs'sion	"	dīgrēs'sion	dūc'at	"	dūcat

Lesson 249.

enēr'vāte	not	ēn'ervate	fāv'orīte	not	fāv'orīte
ēn'gīne	"	enjīne'	fēmīn'īne	"	feminīne
ēngrōss'	"	engrōss'	flōr'id	"	florid
Eūropē'an	"	Eūrō'pean	forbāde'	"	forbāde'
exālt	"	exālt'	forget'	"	forgīt
exām'ple	"	exām'ple	fīgū're	"	fīgūr
exēc'utive	"	ēxecū'tive	frāgīle	"	frāgīle
extol''	"	extol'	fēt'id	"	fēt'id
ēx'trā	"	ēx'try	fāucet	"	fāssit
eyrie (āiry)	"	eyrie	fīnānce'	"	fī'nānce

Lesson 250.

- | | |
|---|---|
| 1. beau, <i>an escort.</i>
bōw, <i>something for shoot-</i>
<i>ing arrows.</i> | 4. bough, <i>branch of a</i>
<i>tree.</i>
bow, <i>to bend.</i> |
| 2. yoke, <i>for the neck.</i>
yolk, <i>of an egg.</i> | 5. please, <i>to gratify.</i>
plēas, <i>excuses, appeals.</i> |
| 3. mēte, <i>to measure.</i>
meat, <i>animal flesh.</i>
meet, <i>to come together.</i> | 6. toled, <i>allured.</i>
told, <i>did tell.</i>
tolled, <i>did toll.</i> |

1. A gallant — will protect the lady he escorts.
The gentleman received the — with a bow.
2. The ox toils under a —.
The — was larger than I had supposed it to be.
3. Be polite to all you —.
It is sometimes better to show mercy than to —
out justice to the offender.
— is not always a healthy diet.
4. A polite — is easily made, and may as easily
make a friend.
The — of the mistletoe is emblematic.
5. The attorney's — for the criminal were very just.
It is proper to make due effort to — our friends.
6. The bells all —, and we were — the President
was dead.
Many a bird has been — into a trap.

Lesson 251.

- | | |
|--|--|
| 1. hist, <i>hush</i> !
hissed, <i>did hiss</i> .
2. faun, <i>a sylvan god</i> .
fawn, <i>a young deer</i> .
3. pride, <i>vanity</i> .
pried, <i>did pry</i> . | 4. wāin, <i>a wagon</i> .
wane, <i>to decrease</i> .
5. ādds, <i>joins to</i> .
adz, <i>a tool</i> .
6. bad, <i>not good</i> .
bāde, <i>past tense of bid</i> . |
|--|--|

1. The speaker was —— when he denounced his country.
 —— ! hark ! footsteps approach ! something goes wrong.
2. Note carefully the difference in the spelling of ——,
 a young deer, and ——, a sylvan god.
3. “—— is the never-failing voice of fools.”
 I could not respect the man after I found he had
 wantonly —— into my private affairs.
4. Did you ever help to load the harvest —— with
 the golden wheat ?
 Our love for the right should never ——.
5. An —— is a tool used in carpentry.
 The teacher —— more accurately than the student.
6. A —— man will do harm in the world instead of
 good.
 An obedient child will do as it is ——.

FOR A SPELLING-MATCH.

Lesson 252.

spēcify
 sīgnify
 sānguinary
 sēcretary
 sēminary
 sātisfactory
 satīety
 society
 sōbriety
 stīmulant
 sēttlement
 sēmbulance
 stēncil
 strātagem
 strātegy
 sphīnx
 sūspension
 rescīnd
 restaurānt
 reconnoiter
 rēticence
 rhāpsody
 rēferee'
 rēcommend'
 recu'perate

Lesson 253.

rē'quiem
 recur'rence
 dīstinguish
 discrimina'tion
 dēnsity
 dēnizen
 dēspotism
 dēmocrat
 dēv'astate
 dōctrine
 dōgmat'ical
 locālity
 līquidate
 loquāçity
 legālity
 līterature
 lēg'islature
 logī'cian
 lī'beler
 laughable
 lēgible
 lēnient
 liehen
 lūdicrous
 lām'entable

Lesson 254.

īn'teresting
 īmpotent
 īmpēr'il
 inūn'date
 īrrep'arable
 īrrēv'ocable
 īndīs'soluble
 inex'orable
 inex'plicable'
 improvise'
 īr'rigate
 mīn'iatore
 mūleteēr'
 maūsolē'um
 mīs'tletoe
 mystical
 mā'earō'ni
 mēēr'schaum
 mār'riage
 mō'e'easin
 mȳstify
 māin'tenance
 mērmaid
 mēdley
 mānufāc'ture

FOR A SPELLING-MATCH.

Lesson 255.

refūsal
 rēsplen'dent
 redūn'dant
 recēiver
 rēg'icide
 rīg'orous
 rēc'ompense
 rā'diance
 retāl'iate
 rapāç'ity
 rā'diator
 resūscitate
 revēr'berate
 reān'imate
 recūs'ant
 tȳp'ify
 tolerā'tion
 trēpida'tion
 tēstā'tion
 tēm'perature
 trēas'urership
 tȳr'anny
 trānsgrēssion
 tormēn'tor
 trānscēnd'ent

Lesson 256.

transfig'ure
 transatlān'tic
 transfūs'ible
 trān'sitory
 pûrsū'ant
 peru'sal
 promō'tive
 pūn'ishment
 pān'tomime
 pātronize
 pār'allax
 pār'aphrase
 pērigēe
 procrās'tinate
 prevār'icate
 plēas'urable
 prēparā'tion
 mī'gratory
 nūllify
 neū'tralize
 noctur'nal
 nōtorī'ety
 nau'tical
 necēs'sity
 nau'seous

Lesson 257.

ěl'igible
 elu'cidate
 ellĭp'tical
 embēllish
 em'bryo
 enām'or
 enrōll'ment
 ē'quivoise
 equiv'alence
 errātic
 exāg'gerate
 ěx'cellence
 ěxplic'it
 ěx'tirpate
 ěxtēn'sion
 dimen'sion
 differēn'tial
 dīscern'ment
 dīsoncert'
 dīscoun'tenance
 domineēr'ing
 duplĭc'ity
 dūl'cet
 dīsso'ciate
 blāme'less

FOR A SPELLING-MATCH.

Lesson 258.

băffle
băg'gage
bailiff
bał'derdash
băleăr'ic
bălloon'
bandā'la
bechănce'
befall'
beginning
biěn'nial
bilăt'eral
bissëx'tile
bitu'minous
blā'tant
blūe'bottle
bōaconstrict'or
bōb'bin
bōl'ster
bōmb (bum)
bōmbard' (v.)
bōmbăs'tic
bōom'erăng
bōwie-knife
bōw'man

Lesson 259.

çěl'lular
çēm'etery
çěn'tenary
çentrip'etal
çeph'alopōd
çertif'icate
chagrīn'
chāl'lenge
chamē'leon
chăn'cellor
chānge'able
chārgē'able
chiēf'tain
chinchīl'la
Chinese'
chīrōg'raphy
chīrūr'gery
çīnchō'na
çīnerā'tion
çīn'nabar
çīr'cle
eläss'ical
eläss'mate
elāv'icle
elēanșe'

Lesson 260.

ēa'sel
ēbulli'tion (act of
boiling)
ebōli'tion (breathing
out)
eeēentric'ity
eeelēsias'tical
ēelipse'
e-elogue (ēk'log)
ēe'stasy
ēe'type
edēn'tate
ēd'ible
ēd'ifice
effiç'iency
effrōnt'ery
ēfflores'çençe
Egyp'tian
eī'der-down
eigh'teen'
elāpse'
electriç'ity
elēe'trottype
ellīp'soid
elȳș'ium (el'zhum)
ēl'zevir
emăç'erate

FOR A SPELLING-MATCH.

Lesson 261.

hē'liotrope
 hēm'orrhage
 hēp'tagon
 herēd'itary
 hēr'esy
 hermet'ically
 hēr'ring
 hespēr'ides
 Hēs'sian
 hēs'itancy
 hexām'eter
 hī'bernate
 hīe'eough (kup)
 hīd'den
 hīeroglŷph'ic
 hīre'ling
 hōb'ble
 hōe'cake
 Hōl'land
 hōm'age
 hōme-made
 hōm'icide
 hōm'onym
 hōmōl'ogous
 hōm'ot-pe

Lesson 262.

obē'dience
 ōb'elisk
 ōbjûr'gate
 ōb'ligatory
 oblī'gingly
 oblique' (oblēēk)
 oblōe'utor
 ōb'ōr'ate
 ōb'sequy
 obŷŷer'vant
 ōb'stinācy
 obtūse'
 oē'eupīer
 ōe'eupy
 oē'tāg'onal
 ōe'ulist
 ō'dorant
 ōdorīf'erous
 offēse'
 olŷmp'iad
 ōm'inous
 • omnīs'cient
 ōnerary
 op'erate
 oppōs'able

Lesson 263.

nāme'sake
 nār'rowness
 no'tional
 nāu'seate
 nāu'tilūs
 neçŷs'sitate
 neerōp'olis
 nēe'tar
 neūrāl'gia
 nīehe (nīck)
 nīg'gard
 nī'hīlīŷm
 nomād'ic
 nōmenela'ture
 nōn'sense
 nō'tice
 nū'eleūs
 wēarisome
 jēop'ardy
 jōs'tle (josle)
 jū'bilant
 jū'gular
 jūdīç'iary
 jūnct'ure
 zēal'ot

Lesson 264.**A LESSON ON SYNONYMS.**

thicken, solidify, condense, becloud, befoul.
obscure, commingle, amalgamate.
enlarge, extend, expand, coagulate.

Clouds ——. Water will —— and steam ——. Metals ——. Iron will ——, and in that way it will enlarge and become thicker, and when people commingle, or assemble in a crowd, they thicken in the sense of becoming more numerous in one locality.

Direction.— Let the pupil give other words, examples, and illustrations.

Lesson 265.**A LESSON ON SYNONYMS.**

turn (verb), to spin round, deflect, revolve, rotate, deviate, incline, convert, metamorphose, change.

turn (noun), a bend, deflection, curve, deed, gift, tendency, fashion, revolution.

Turn, ——, ——, or —— the wheel. Do not —— from the path of right. We —— iron into steel. In traveling, we often come to a ——, ——, or —— in the road. One may be of a sober turn of mind, may have a gift for, or tendency toward, mathematics.

Lesson 266.*To the Pupil.*—Do not say

děb'uty	for	děp'uty	lâf	for	läugh
dömiçile	“	döm'icile	lânch	“	läunch
dün'key	“	dön'key	lën'ient	“	lē'nient
dramăt'ist	“	drām'atist	sässy	“	saucy
dē'strict	“	dīs'triect	sās'sage	“	sausage
ějine	“	ěn'gine	rē'cess	“	recēss'
fur	“	fär	repâr'able	“	rēp'arable
fē'tid	“	fēt'id	precēd'ence	“	precēd'ence
hostile	“	hös'tile	pīzen	“	poiſon
hydropăth'y	“	hydröp'athy	ordē'al	“	ôr'déal
ôm'age	“	höm'age	öp'ponent	“	oppō'nent

Give diacritical marking, the accent, correctly pronounce and define:

Lesson 267.

railery
rational
parent
patriotic
narrate
monad
mustache
robust
romance
piano

Lesson 268.

vehemence
vaccinate
versatile
vineyard
suffice
sudden
tableau
toward
yesterday
stamp

Lesson 269.

tyrannic
transparent
Uranus
homestead
chocolate
clapboard
pumpkin
contumely
different
disfranchise

Lesson 270.

A LESSON ON SYNONYMS.

uncover, reveal, divest, strip, lay bare.

We ——— or ——— a tree of its leaves. Facts are ———ed to the understanding.

expand	unfold	scrutinize	inspect
develop	spread	investigate	overhaul
enlarge	examine	search	explore

We scrutinize that which we question, and investigate that which we do not understand.

To the Teacher.—Let the pupil give the difference between “overhaul” and “explore”; between “search” and “inspect.”

Lesson 271.

SYNONYMS.	ANTONYMS.	SYNONYMS.	ANTONYMS.
certain	uncertain	familiar	unaccustomed
true	untrue	common	rare
sure	doubtful	intimate	unfamiliar
unfailing	failing	new	old
positive	hesitatingly	well-acquainted	unacquainted
assured	questionable	ordinary	inordinary
defective	correct	open	closed
imperfect	perfect	accessible	barred
deficient	ample	public	private
incomplete	complete	unreserved	reserved

Lesson 272.

To the Pupil.—Learn to spell and use the following words.

- | | |
|--|--|
| <p>1. adhērence (v.), <i>a clinging to.</i>
 adherents (n.), <i>those who cling to.</i></p> <p>2. assistance (n.), <i>help.</i>
 assistants (n.), <i>helpers.</i></p> <p>3. advīse' (v.), <i>to give counsel.</i>
 advice (n.), <i>counsel.</i></p> <p>4. attēn'dance (n.), <i>presence.</i>
 attendants (n.), <i>those who attend.</i></p> <p>5. invāde (v.), <i>to enter by force.</i>
 inveighed (n.), <i>reproved.</i></p> | <p>6. bētter (adj.), <i>superior.</i>
 better (n.), <i>one who bets.</i></p> <p>7. counsel (v.), <i>to advise with.</i>
 council (n.), <i>a deliberate assembly.</i></p> <p>8. command (v.), <i>to order.</i>
 command (n.), <i>an order given.</i>
 commend (v.), <i>to praise.</i></p> <p>9. lēs'son (n.), <i>a task.</i>
 lessen (v.), <i>to make less.</i></p> <p>10. way (n.), <i>a method; a direction.</i>
 weigh (v.), <i>to determine the weight.</i></p> |
|--|--|

Lesson 273.

To the Pupil.—Do not say

căn'died	for căn'did	dō'cile	for dōc'ile
sŷnod	“ sŷnod	aw'fice	“ ồffice
in'trust	“ in'terest	mū'seum	“ muŷē'um
intē'gral	“ in'tegral	tēny	“ tīny
irrātional	“ irrātional	tenă'ceous	“ tēnā'cious

RULES COLLECTED.

- RULE 1, p. 11.—Begin each sentence with a capital letter.
- “ 2, “ 12.—End each question sentence with a question mark.
- “ 3, “ 16.—Begin each proper name with a capital letter.
- “ 4, “ 18.—Use an exclamation point (!) after an exclaiming sentence.
- “ 5, “ 21.—Use a hyphen (-) between the parts of a compound word.
- “ 6, “ 23.—Enclose the words of another in quotation marks (“ ”).
- “ 7, “ 36.—An apostrophe (') denotes an omission or that there has been a contraction.
- “ 8, “ 66.—All proper adjectives (words derived from proper names) should begin with capital letters.
- “ 9, “ 68.—Most abbreviations should begin with a capital letter, and they all should be followed by a period.
- “ 10, “ 75.—The plural of nouns ending in *y* preceded by a consonant is usually formed by changing *y* into *i* and adding *es*.

RULE 11, p. 75. — Nouns ending in *y* preceded by a vowel form their plurals in the usual way, by adding *s* to the singular.

“ 12, “ 76. — The plural of most nouns ending in *f* or *fe* is formed by changing *f* into *v* and adding *es*.

“ 13, “ 89. — Final *e* of a primitive word is dropped when a suffix is added that begins with a vowel.

EXCEPTIONS TO RULE 13 (see p. 90).

Exception 1. — Words that end in *ce* or *ge* retain the *e* on adding the suffix *able* or *ous*, to keep *c* and *g* soft.

“ 2. — Words that end in *oe* and *ee* retain the final *e* unless the suffix begins with *e*.

“ 3. — A few words retain final *e* to preserve their identity.

RULE 14, p. 91. — Final *y* of a primitive word, when preceded by a consonant, is changed into *i* on the addition of a suffix, unless the suffix begins with *i*.

“ 15, “ 92. — Monosyllables and words accented on the last syllable, when they end with a single consonant preceded by a single vowel, or by a vowel after *qu*, double the final consonant upon the addition of a suffix beginning with a vowel.

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